



UNITED STATES BUREAU OF EDUCATION.
CIRCULAR OF INFORMATION NO. 4, 1900.

CONTRIBUTIONS TO AMERICAN EDUCATIONAL HISTORY.
EDITED BY HERBERT B. ADAMS.

No. 29.

HISTORY OF EDUCATION

IN

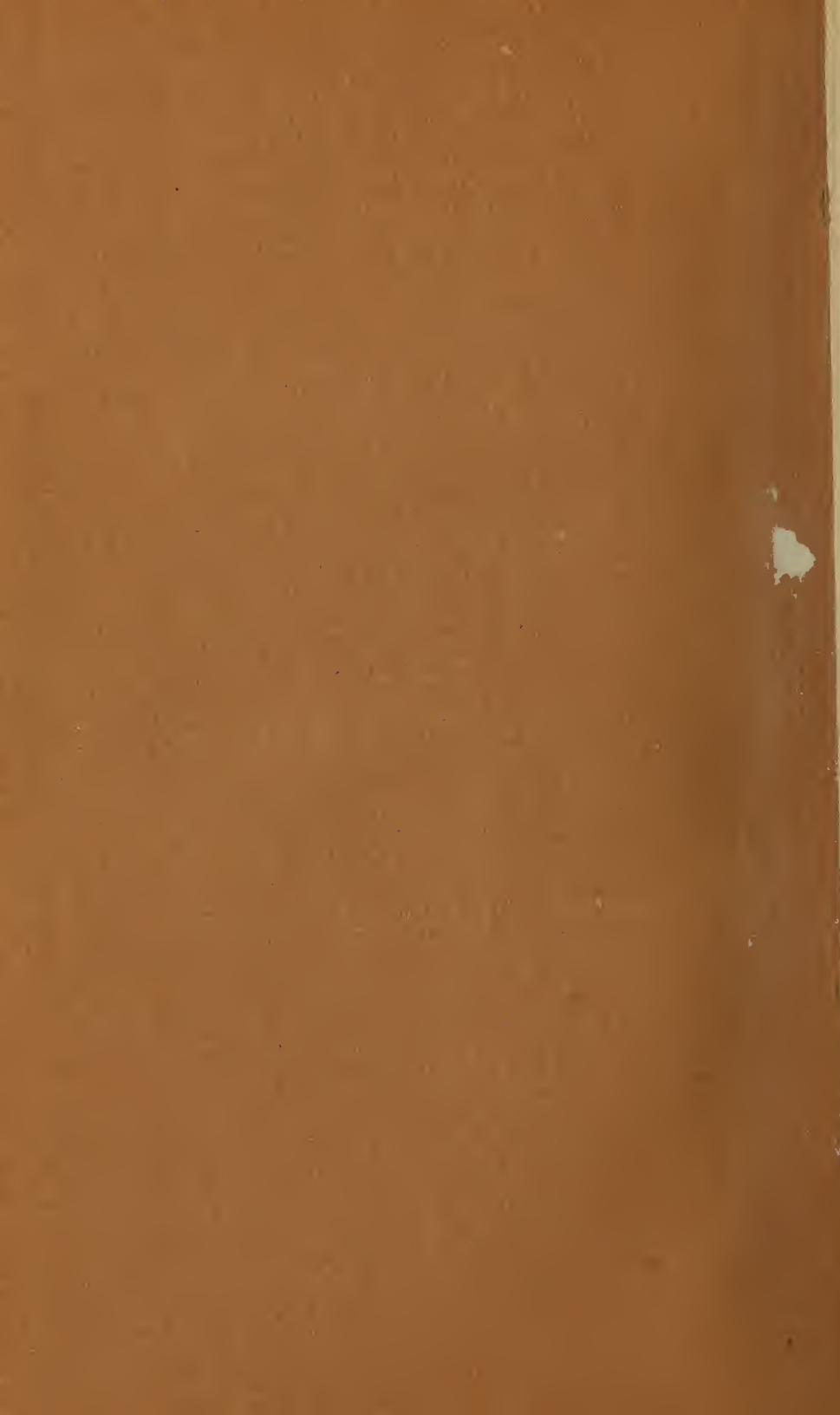
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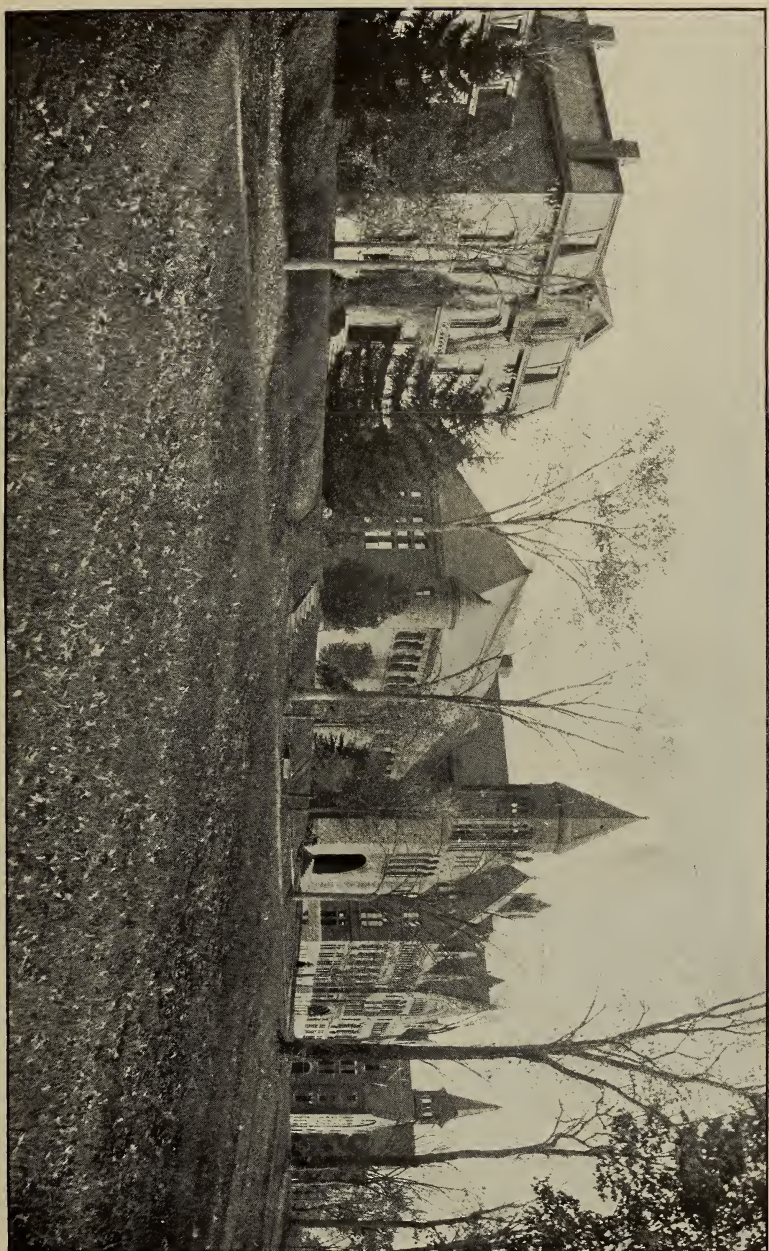
BY

GEORGE GARY BUSH, Ph. D.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1900.





UNIVERSITY OF VERMONT. VIEW FROM NORTH END OF COLLEGE PARK.

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 20, 1900.

SIR: In the History of Education in Vermont, herewith presented, the writer shows that Vermont had schools before any formal school legislation. Beginning as early as 1761, and continuing until the adoption of a State constitution, the records of the towns make evident that as soon as the people were organized into communities means were generally instituted to introduce such literary training as was practicable. Out of this grew that independency of action that left its impress for some time upon the common-school system—a system of town or district schools, controlled almost entirely by the communities that had established them.

Attention is called to the most important school laws. Among these is the law of 1782, providing for a division into convenient school districts, appointing trustees who should have the care of these schools, and providing means, partly by rates and partly by taxes or subscriptions, through which a steady support could be assured to them; the law of 1797, when State supervision was first introduced, and when the legislature called upon each town to support a school or schools for the instruction of youth in English reading, writing, and arithmetic; that of 1827 authorizing the appointment of town superintending committees and a State board of commissioners; the law of 1845 creating the offices of county and State superintendents of common schools.

In this review of State legislation the history is presented, not only of common-school education, but also of that of the higher grades and of normal training.

Mention is made of the several secretaries of the board of education and the superintendents of public instruction, of the condition of the schools of the State during their terms of office, and of the various reforms effected by them. There is brief reference to the formation of the State teachers' association, the establishing and holding of teachers' institutes, and the benefits resulting therefrom to the cause of education in the State.

The various methods adopted to secure means for the support of the schools are given, and the history of the movement is traced by which

the schools at length became free, and Vermont had within her borders "two hundred and forty-one republics, organized as pure democracies, possessed of large municipal powers, each voluntarily accepting the support of schools as a part of its duty, and each acting upon the principle that the school is of benefit to every citizen, and that every citizen is bound to contribute to its support."

After a comparatively full treatment of the growth and development of the common-school system, with a definition of the powers and duties of State and town superintendents, and prudential committees and the latest table of school statistics, the monograph proceeds to give a brief history of the three normal schools. In chapter second a very interesting paper upon the early academies and county grammar schools of the State is introduced, prepared by Mr. Joseph A. DeBoer, of Montpelier.

Following this there are presented historical sketches of many of the academies and seminaries of the State, most of which are doing excellent educational work. It will be seen from these papers that during the past twenty years a great advance has been made in secondary education. This especially is noticeable in that buildings and grounds have been improved, a larger number of teachers provided, better appliances are in use, more attention is bestowed upon athletics and upon military drill, and year by year the number of students in attendance is increasing.

The last chapter comprises three papers which treat of the University of Vermont, Middlebury College, and the Norwich University, the first and second of which are among the oldest of the New England colleges, having now nearly reached their centennial year.

This document forms No. 29 of contributions to American Educational History arranged for by my predecessor, Col. N. H. R. Dawson, Commissioner of Education 1886-1889, prepared under the editorship of Prof. H. B. Adams, of Johns Hopkins University.

Very respectfully, your obedient servant,

W. T. HARRIS, *Commissioner.*

Hon. E. A. HITCHCOCK,

Secretary of the Interior.

CONTENTS.

CHAPTER I.

THE COMMON SCHOOLS.

	Page.
The early measures taken for their establishment	11
The rapid growth of the school system after 1841	13
The laws of 1827 and 1845	14
Various legislative acts affecting the schools	14
School statistics in 1846	14
State superintendency	15
The defects of the system when the new supervision was introduced	15
The mode of taxation for school purposes	16
The School Journal and Vermont Agriculturist	17
Teachers' institutes	17
State Teachers' Association	18
No State supervision of schools from 1851 to 1856	19
The law of 1856 providing for a board of education	19
Hon. J. S. Adams the first secretary	19
"The Vermont system of schools a good one"	21
Able supervision of the schools during the eleven years Mr. Adams held office	21
Establishment of graded and union schools	22
Academies and select schools	23
No legal provision yet (1857) for normal instruction	23
Important law of 1858	23
A reliable exhibit of facts in 1860	24
Candidates for teachers' certificates to be examined in public	25
Too great subdivision of school districts	25
Increased interest taken by the people in education	25
The moral element in education	25
How the schools became free	26
History of the movement	26
A marked improvement in the schools of the State	27
Complaint that there are not enough graded and high schools	29
The "school lands"	30
The Government grant for an agricultural college	30
An effort to unite the colleges at Burlington and Middlebury	30
Increased employment of female teachers	30
Beneficial effects arising from town, county, and State teachers' associations	31
In 1866 no funds were raised "on the scholar"	31
Legislature authorizes new courses of study	31
Examinations at teachers' institutes made more thorough	31
Establishment of normal schools	32
History of the selection of text-books	32
The board of education act of 1866	32
Trustees of the "United States deposit money"	34

	Page.
Hon. A. E. Rankin chosen secretary, 1867	34
Children between the ages of 8 and 14 to have three months' schooling	34
Central schools for advanced pupils authorized by the legislature	34
Hon. John H. French chosen secretary	35
Law that teachers must hold institute certificates not enforced	35
County gathering of town superintendents	36
State appropriation to normal schools	36
Division into town rather than into school districts advocated	36
The towns authorized to abolish the districts	36
The period of school age changed	37
Attendance made compulsory (1870)	37
The legal school year to be 20 weeks	37
"Vermont has no school fund"	37
Sources of revenue for school purposes	38
Law relating to school supervision modified	38
Hon. Edward Conant chosen superintendent	38
The duties of State superintendent	38
List of superintendents and secretaries	39
The town superintendent	39
The prudential committee	40
Further school legislation	41
Low wages of teachers	41
Educational meetings in the place of teachers' institutes	42
Teachers' licenses in 1880	42
The last enumeration by district clerks in 1874	42
Children not attending any school (1883-84)	42
Number of pupils in high and graded schools	42
Town versus district system	42
In 1884, 24 weeks become a legal school year	43
Income for school purposes and enrollment	43
Temperance instruction authorized by the legislature	43
A new educational bill prepared and adopted	44
Change from town to county supervision	44
Favorable effect of the law of 1888	44
Office of town superintendent restored in 1890	45
Increased number of teachers' meetings held, and town associations formed ..	45
The schoolmasters' club	46
Statistics	46
Number of graded schools with high-school departments	47
Rate of taxation for school purposes	47
The Vermont "school fund"	48
Deposit received from the National Government	48

CHAPTER II.

SECONDARY EDUCATION.

The early academies and the county grammar schools	50
A survey of the rise of the academies and county grammar schools	51
Tables of statistics	63
Sketches of Clio Hall, Montpelier Academy, Burr and Burton Seminary, Black River Academy, Randolph Academy, Lamoille Academy, Rutland County Grammar School, Beeman (formerly New Haven) Academy, Derby Acad- emy, Green Mountain Perkins Academy, Oak Grove Seminary, Chelsea Academy, Peacham Academy, and Glenwood Seminary	73

CHAPTER III.

SECONDARY EDUCATION—continued.

	Page.
Barre Academy, by J. Henry Jackson, M. D.....	99
Goddard Seminary, by Prof. D. L. Maulsby.....	103
Vermont Academy, by Rev. W. H. Rugg.....	107
The Vermont Episcopal Institute.....	112
Bishop Hopkins Hoe School for Young Ladies.....	113
Lyndon Institute, by W. E. Ranger, A. M., principal.....	114
Green Mountain Seminary.....	116
Troy Conference Academy.....	116
Vermont Methodist Seminary.....	118
St. Johnsbury Academy, by C. E. Putney, Ph. D., principal.....	124
Mrs. Emma Willard's life and work in Middlebury, by President Ezra Brainerd.....	130

CHAPTER IV.

HIGHER EDUCATION.

University of Vermont.....	138
Middlebury College, by Prof. C. B. Wright.....	169
Norwich University, by Rev. Homer White.....	186

APPENDIX I.

The school law of 1782.....	199
Early action of several towns relative to schools.....	201
The State normal schools.....	203
Bibliography of education in Vermont.....	214

APPENDIX II.

In memoriam George Gary Bush, Ph. D.....	215
------------------------------------------	-----

ILLUSTRATIONS.

University of Vermont:	Page.
View from north end of college park	Frontispiece.
Old college building before remodeling.....	138
Old college building, as remodeled in 1883	142
Williams science hall.....	146
Converse dormitory	150
Electrical laboratory.....	154
Chemical laboratory.....	154
Biological laboratory	158
Billings library	162
Main book room of library.....	164
Physical laboratory	168
Testing laboratory of engineering department	168
Middlebury College:	
The old college row; from the west.....	172
The Joseph Warner Memorial Hall of Science.....	178
The chapel and Painter Hall.....	182

HISTORY OF EDUCATION IN VERMONT.

CHAPTER I.

THE COMMON SCHOOLS.

In the first constitution of the State of Vermont, as adopted by a convention of delegates from the different towns, held at Windsor on July 2, 1777, it is declared that "a school or schools shall be established in each town by the legislature for the convenient instruction of youth," and that "one grammar school in each county and one university in this State ought to be established by direction of the general assembly."¹

Each town was also authorized to make proper use of school lands and secure a suitable salary for the master.

Here in the first legislation of the State there is found a clear and full recognition of the intimate relation that should exist between the common school, the grammar school, and a school for higher education. A similar recognition is traceable in all subsequent legislation respecting schools, receiving at some times a more explicit announcement than at others, but constantly reappearing from 1777 down to our day. The first school law that appears upon the statute books was enacted October 22, 1782, and from that time dates the organization of the Vermont school system.

It is to such wise provisions, laid at the very foundation of the Commonwealth, and to the laws which were afterwards enacted in accordance therewith, that Vermont is indebted for the success she has achieved in the cause of education both within and beyond her borders.

Deeply interested in the education of their children, the first inhabitants, as soon as they were organized into communities, seem generally to have instituted such means of literary training as was practicable. "Instead of waiting, as in many of the States, for teachers to establish schools and invite the children to them, the people of Vermont set up

¹The first mention of the establishment of any school is found at Guilford, December 23, 1761.

the schools and then invited teachers." The town records show that a steady succession of acts looking to this end appear from 1761 to 1787.

Samuel Williams, in his *Natural and Civil History of Vermont*, published in 1809, says of 1794 that "one of the first things the new settlers attend to is to procure a schoolmaster to instruct their children in the arts of reading, writing, and arithmetic, and where they are not able to procure or hire an instructor the parents attend to it themselves." He goes on to say that "no greater misfortune could attend a child than to arrive at manhood unable to read, write, and keep small accounts, for he is viewed as unfit for the common business of the towns and plantations, and in a state greatly inferior to his neighbors."

It would seem that at that time the people of Vermont did not enjoy such advantages for obtaining a higher education as were enjoyed by the people of other States. Attention was given to the education of children but scarcely any provision had been made for instruction in those studies that would fit young men for the profession of divinity, law, or medicine. The body of the people seemed to be more sensible of this defect than professional men themselves. As has been stated, the legislature from the first assumption of the powers of government had in contemplation the establishment of a university, and with this in view had reserved one "right" of land in all the townships of the State. In November, 1791, it had passed an act that the university should be located at Burlington and established upon a liberal, catholic, and judicious foundation.¹

Before the close of the eighteenth century the records show that many of the towns had established schools and were generously raising funds by taxation, in whole or in part, for the building of school-houses and for paying the salaries of teachers.

In some of the towns school committees were chosen, exact lists kept of the scholars, "their names, ages, together with the length of time to a day that each one is taught;" appointment was made of persons to receive the aforesaid lists and divide the school money among the several scholars taught, and further, it was provided, "that no district be entitled to draw any of the public money on account of schooling, except the teacher of the school has been actually examined and approbated by a committee appointed by the town for that purpose."

President Dwight, in his *Travels in New England*, written about 1812, states that—

In Massachusetts, New Hampshire, and Vermont schools are everywhere establishing. They are often styled parochial schools. You will not suppose that each parish has a school distinguished by this title, but that each parish has a sufficient number of schools to admit all the children which it contains. To these little seminaries the children of New England are commonly sent from 2, 3, 4, and 5

¹The university, however, was not formally established until some years later.

years of age to the period in which they have learned to read, write, and keep accounts. * * *

At the earliest period children of both sexes are placed under the direction of female teachers, and at more advanced stages of their education under that of men. I speak of the common schools only.

At this period, in a considerable part of New England, the female pupils were sent to schools that were separate from the boys' schools.

The earliest educational conventions in Vermont of which there appears to be any record were held in the winter of 1830-31, and were connected with the movement in behalf of lyceums which had become so general throughout the country. They were held in all the counties of the State and were attended by Mr. Holbrook, the originator of the system. The plan adopted was to have weekly meetings of teachers and semiannual conventions in each county, and that apparatus should be procured for use in the schools. Committees were appointed and times chosen for town and county meetings to organize lyceums or associations for the improvement of schools and the advancement of the general interests of education. Some of these lyceums continued in operation for several years, but there is unfortunately very little on record to show that much was accomplished by them.¹ The *Annals of Education* for June, 1836, contains a notice for a State convention of teachers and others to be held at Montpelier on the 23d of the following August, and a list is given of the subjects proposed for discussion. No further mention, however, is found of this convention and no report of its proceedings appears to have been published.

An educational convention was held in Brandon in 1841, and in the following year several important meetings were held in the State to consider the question of an improved system of education.² One of the most important of these meetings was held in January, 1842, and many of the best informed and most energetic men of the State were present.

Public discussions of the school system were continued during the years 1843-1845. Early in 1845 a convention was held in Middlebury and a committee appointed to procure authentic information respecting the school laws of the free States. On October 18 of the same year a convention met at Montpelier for the formation of a State society. This they called the "Vermont Society for the Improvement of the Common School." A little later, November 5, 1845, the principal subject proposed for its action was removed by the passage in the Vermont legislature of an act providing for town, county, and State superintendents, the visitation of schools, examination of teachers, and

¹For further reference to this subject see chapter upon the early Vermont academies, etc.

²The first town in the State to take definite action was Brattleboro, which, in 1841, adopted the Massachusetts system of graded schools.

an annual county convention of teachers. The development of the system of education in Vermont dates from this act. By the following year there was a fully organized State school system in active and general operation.

As early as 1827 an act passed the legislature authorizing the appointment of a town superintending committee, to be chosen by the qualified voters of the town, and directing that towns requiring more than one school should be divided into school districts. It also authorized a State board of commissioners; but this last clause was repealed in 1833.

By the law of 1845 the offices of county and of State superintendent of common schools were created. The State superintendent was to be elected annually by the general assembly, and his duties were to be essentially those of the secretary of the board of commissioners under the law of 1827, except that he was not required to recommend the text-books to be used in the schools. After four years the office of county superintendent, who was appointed by the county courts, was abolished, and two years later the other office fell into desuetude.

By an act approved November 15, 1847, the school year was made to date from the first day of April in each year and end on the last day of the following March. The district clerks of the several school districts in the State were required to make out full statistical returns to the various town clerks between the 15th day of February and the 1st day of March of each year. Within the month following it became the duty of each town clerk "to prepare an abstract of the returns of the several district clerks and deliver the same to the town or county superintendent of schools when called for."¹

This was to be so reported as to show the number of heads of families, the number of children of school age—that is, between 4 and 18 years old, the number of weeks taught by male and by female teachers, and the wages received by each; also, the cost of board and fuel and the share of the public money belonging to each district, and these were to be "the only items required by law."

The selectmen of each town were required to leave with the town clerk in March a written statement of the amount of money assigned to each district during the current school year.

The whole number of school districts at this time (1846) was believed to be about 2,750, and the number of children of school age not probably less than 100,000. The record for the previous year showed that in all 77,158 children had been enrolled, but of these 15,000 or over had attended school less than thirty days, and that only about 51,000 were in school at the same time; moreover, that the average attendance for the year was not over sixty-eight days.

¹ The town superintendents were required to furnish the answers to the inquiries of the secretary of the board of education.

The State was divided into 14 counties, and 240 organized towns, with a county superintendent for each county, a town superintendent in each town, and a prudential committee in each district. In 12 of these counties and 2 towns of another, the amount of public money distributed in 1846 to the several districts was \$71,177.27, and the amount paid to teachers in the same districts was reported to be \$90,469.70, of which sum \$52,236.07 was paid to male teachers and \$38,233.63 to female teachers. The amount paid to teachers in the whole State exceeded \$125,000, but of this sum less than one-third, that is, from \$36,000 to \$40,000, was derived from voluntary taxation by districts. If we add to the whole amount given above the interest upon the cost of school buildings and school apparatus and other appliances, and the amount paid for teachers' board and for fuel, it is found that the common schools of Vermont were then maintained at an annual expense of not much less than \$200,000.

As a condition of receiving its share of the public school funds, the State required each district to support a school two months in the year by district taxation, or at least out of its own funds. As a matter of fact, however, at the time to which we are referring many of the districts did not expend for the support of their schools even the whole of the public money they received.

STATE SUPERINTENDENCY.

Under the new system of supervision, the Hon. Horace Eaton was chosen State superintendent of common schools, and continued in the office for five years. In his first report, presented to the legislature in October, 1846, a graphic picture is given of the condition, needs, and prospects of education in the State. The prominent defects, as they appeared to him, were an excessive number of school districts; the "miserable condition" of schoolhouses, their "repulsive aspect" internally and externally, and their "exposed, unpleasant, and uncomfortable" location—the choice of site being usually that spot "which is of the least value for any other purpose." The lack of apparatus was "universal through the State"—fortunate and rare being the school that had so vastly important an article as a blackboard. In fact, the proportion of schools having it varied in the different counties from less than one-sixth to about three-fourths. As might be supposed, the need of a more uniform system of text-books was very urgent. Two counties reported fifty different kinds of books in use in each county, and even others besides those named were more or less used.

Another evil was the shortness of the school year and the low percentage of attendance—since statistics showed that 22,000 children of school age never entered a schoolroom.

But above all other defects, the one most painfully apparent to the new superintendent, the one that he styles the "paramount evil," was

"the want of thoroughly qualified teachers." The small districts especially he found to be the paradise of inefficient and ignorant teachers. Their average age was then, for the winter term, from 20 to 25 years.

There was as yet no provision by the State for teachers' institutes or normal schools, and the conduct and support of such institutes as were held in some parts of the State fell mainly to the charge of the county superintendents.

Such was the condition of Vermont, educationally considered, when the new system of supervision was introduced and Mr. Eaton assumed the duties of superintendent. From the first decidedly beneficial effects were seen in the gradual elevation and improvement of the common schools.

The regulation that all teachers must previously pass the ordeal of an examination increased the attendance and stimulated to a more vigorous effort the students in the academies and high schools of the State, as a large proportion of these had a longer or shorter service of teaching in view.

The apportionment of the public school money was still made only with reference to the number of pupils in a district, without regard to the wants of the school and without making the attendance of pupils the basis of distribution.

The report of the superintendent for 1848 shows a marked improvement in the furnishing of school buildings. Where three years before scarcely one-sixth of the schools were furnished with blackboards, then nearly all had been supplied, though there was still a deplorable lack of maps, charts, and globes. The per cent of children who did not attend school remained about the same; that is, more than one-fifth of the children of the State were not enrolled in the schools; many of whom were of foreign birth and had but an imperfect knowledge of the English language.

Written examinations of teachers had now been adopted in the place of the oral and very lax examinations formerly required, and a superior class of teachers was being secured.

In the years immediately following frequent reference is made to the continued improvement in the qualifications of teachers, and to increased earnestness and devotion to study on the part of the pupils. Besides, there was an increase in the length of the terms, so that the average of the school year did not fall below 25 weeks.

In 1849 the wages paid to teachers, aside from the cost of board, fuel, and the like, amounted to about \$130,000. To meet this expenditure the towns received the income derived from the public money, which amounted to nearly \$85,000, leaving a balance of some \$45,000 to be raised by a voluntary tax levied by the school districts of the State.

The mode of taxation then adopted favored the rich rather than

the poor by requiring the latter to pay "on the basis of numbers;" that is, according to the number of children enjoying school privileges.

Complaint was made by the superintendent that great apathy was still shown in the support of schools, and that this arose from a lack of confidence in the common schools as they were then conducted, and perhaps also from a "too prevailing distrust of the practicability of elevating them."

At about this time there was established a periodical with the title of "The School Journal and Vermont Agriculturist." Its design was to put in operation, in connection with an agricultural paper, a State journal to promote the best interests of the common schools. It made its influence felt in Vermont for a time, and was thought to have accomplished valuable results.

TEACHERS' INSTITUTES.

Teachers' institutes began to be held in 1846 (the first was at Essex Center) under the direction of the State superintendent of schools, and soon became of common occurrence, though still unassisted by the State. But at length, in 1849, provision was made by the legislature for their maintenance, and an appropriation not exceeding \$100 for each institute was granted, and a new era soon opened in the history of Vermont schools. Never before, according to the annual report of the superintendent for 1850, had there been a time when so deep and so ardent an interest in the cause of common schools pervaded every part of the State. The step taken by the legislature was considered in the line of advancement "toward a true free school system, as being alike just, politic, and wise, and creditable to the State."

In 1850-51 two months in the spring and two in the autumn were devoted by the State superintendent to the holding of teachers' institutes, twelve in all, for the fourteen counties of the State. Each institute continued through seven days, "from 9 o'clock in morning until 9 in the evening," and by affording instruction in the proper methods of teaching by reviewing the branches of study usually taught in the common schools, by lectures upon the classification of pupils, the theory of teaching, the best modes of government and of securing order, punctuality and propriety of conduct, interest and diligence in study, and by suggestions designed to enlarge the views of teachers and awaken in the community a lively interest in education.

By the law of November 18, 1856, one teachers' institute was required to be held annually in each county "in connection with the schools in the State during their fall and spring terms."

The first institute held after the passage of this act was opened at Vergennes July 13, 1857. There was a goodly gathering of teachers,

and much of the success that attended it "was owing to the warm and generous interest of the citizens of Vergennes." The time occupied by the institutes of this year was limited to "3 evening lectures and a course of lessons occupying two days."

Later (see act of 1870) the length of teachers' institutes was extended to five days.

At this time taxes for the payment of teachers' wages were raised upon the "Grand list" of the property of the State, while the expense for board and fuel was, at the option of each district, paid either in the same way or as a charge upon each scholar.

STATE TEACHERS' ASSOCIATION.

The first to suggest the holding of a State teachers' association was Hiram Orcutt, LL. D., a name since well known in New Hampshire and Massachusetts. Early in the year 1850 the suggestion was made in a communication to the Vermont Chronicle, and so well received by the teachers of the State that a call was soon published for a meeting to be held at Montpelier on the 16th of October following. Its object was stated to be the organization of a State society and for a full interchange of views upon the subject of education in Vermont.

Accordingly, at the date named, a State teachers' association was organized and a constitution adopted, in which the following declaration was made, that the object of the association was "to arouse from its slumbers the public mind, to interest and encourage the heart of the common school teacher, and to impress upon superintendents and teachers of academies and higher seminaries their great responsibilities as exponents of the public school interests."

The meeting of the association in 1856 was held at Barre and continued but for a single day. Yet it is said that to the influence of this small meeting must be attributed much of the credit for the establishment of the present school system of Vermont. Certain it is that the bill there prepared to be laid before the legislature at its approaching session embraces the general features of the system of instruction as it is now.

To Governors William Slade and Horace Eaton, Vermont is greatly indebted for the awakening that culminated in the formation of teachers' institutes and associations, the founding of the normal schools, and the improvement of the school system.

More and more interest was taken in these associations as the years went by, and in 1859 it was reported of its annual meeting that it "was one of the most successful educational gatherings ever held in the State," and, indeed, one of the most important meetings of any kind ever assembled in Vermont. At this convention town and county teachers' associations were recommended, and these were afterwards organized and held in different counties of the State.

LAPSE OF PUBLIC INTEREST.

After a service of five years, during which great advancement was made in the common schools of the State, Mr. Eaton was succeeded by the Hon. Charles G. Burnham, who entered upon an efficient administration of his office; but after he had served one year the general assembly refused to choose a superintendent of schools, and for a period of five years there was no State supervision of schools. The only supervision (and even that was provided or not as the towns chose) was that exercised by the town superintendents and the prudential committees.

Secretary J. S. Adams (see annual report for 1863) said of this period:

The topic of schools ceased by discussion to stir the public mind; the people began to look upon the subject of education with comparative indifference; its introduction to the attention of the legislature was barely tolerated; the local supervision became merely formal, and therefore useless; from the disinclination of the people generally to accept an office in the district, to the disinclination of eminent and prominent legislators to act upon the educational committees in either legislative house; all betokened a belittling of the general subject in the public mind.

For years no statistics were gathered showing the number of school children, their average attendance, and the aggregate expense of sustaining the schools, no institutes nor general meetings were held, and no reports made by direction of law. The only faithful and determined friends of the common schools were said to be "mainly clergymen of different denominations."

In 1856 a law was passed providing for a board of education, chosen annually by the legislature and consisting of five members, with powers substantially the same as those granted in 1827 to the board of commissioners, except that the latter board was authorized to appoint a secretary. This law left the act of November 15, 1847, materially unchanged. The duties discharged by the secretary from that time until 1874 were the same as have since been performed by the State superintendent of schools.

The first to be chosen to the office of secretary was the Hon. J. S. Adams, who in 1856 entered upon the performance of the duties which in the years to follow he proved himself so well fitted to discharge.

At this period Vermont was well supplied with academies and private schools, and this fact will doubtless account for much of the public apathy respecting her 3,000 common schools. It was stated in 1856-57 that in addition to the 3 institutions for the higher education the State had "between 70 and 80 academies and many hundreds of select and private schools of every conceivable degree and grade," and that upon these the sympathy and interests of the friends of education were largely centered.

Of the "three excellent but weak and neglected collegiate institutions," the report says they "barely subsisted, struggling along

through the very valley of the shadow of death, while the peers of the best and most favored institutions in many other States for excellent management and for substantial fruit.”¹

Under the supervision of the new board of education, led by their able secretary, a marked improvement in the character and qualifications of teachers and in the general condition of the schools was soon manifest. Even before 1856 it was said that “the standard of qualifications for teachers was slowly but gradually rising.”

In his report for 1857 the secretary says that “the average attendance of pupils does not exceed two-thirds of the attendance enrolled,” or, in other words, “one-half of all the children of the State do not attend upon the public schools at all;” one-tenth, perhaps, attended academies and select schools, and four-tenths never entered a schoolroom.

At this time \$100,000 was distributed annually to the various districts of the State, which was nearly two-thirds of the total amount paid during the year for teachers’ wages. Of this amount one-fourth was divided equally, according to the vote of the town, among the school districts; the remaining three-fourths was divided between the districts in proportion to the number of children in each between the ages of 4 and 18 years.

The total amount expended for the schools (including about \$27,000 for building and repairs) during the year ending March 1, 1857, was \$297,812. This was some \$40,000 more than was expended in 1850.

The duties and compensation of the town superintendents were for a long time the occasion of much bitterness of feeling among the people, and of a determination upon the part of many not to conform to the law.

Teachers were legally required to obtain their certificates from the town superintendent, but the law was disregarded by more than one-sixth of the districts of the State. Besides, the compensation of the superintendent was so small, “\$1 a day,” that the supervising and visiting of the schools was neglected, and doubtless many of the deficiencies then existing in the schools may be accounted for by this fact. The real seat of the trouble seems to have been that the *State* enacted the law that each town should choose a superintendent, and then required the *town* to pay for his services.

The opinion was held by some that the schools in each town were matters of town concern alone, and education was a personal and private and not a public and common interest; that it should be left to communities and districts to say whether schools should be protected or left to languish and die. Again, on the other hand, the belief was entertained “that the public school system was a charitable and kind provision on the part of the State for the education of the children of

¹These institutions, as well as the Agricultural College at Burlington, are now receiving substantial aid from the State. •

the poor and the weak out of the abundant means of their more prosperous neighbors; and that in this, its kindly and charitable intention, is found its strongest appeal to the support of all." These views, which pervaded every class in the community, had the effect to lower the school system in the eyes of the people.

In fact, the underlying principle in the Vermont school system, as in those of the other States, was "identical with that upon which the Puritans first built when they established themselves in Massachusetts; and to consider it as merely or mainly a charitable or eleemosynary principle is to weaken rather than to strengthen the principle itself, and to lower the high character of these noble men."¹

The secretary said further that "the State school system is the means provided by the State to secure to every child within its borders, irrespective of condition, that culture, both mental and moral, which can alone enable them to fill up the measure of faithful and profitable citizenship, as well to promote their good as to secure its own well-being."

But the want of confidence in the schools was, nevertheless, well-nigh universal, and was found especially to characterize that class of citizens who are always supposed to be the natural friends of the common school—the men of education, the legislators, lawyers, clergymen, and merchants. This want of confidence, though unreasonable and unjust, was a very grave obstacle in the way of accomplishing any permanent improvement. It doubtless grew out, in part, of a lamentable lack of information relative to school matters, such, for example, as those which had reference to the powers and duties of prudential committees, superintendents, moderators, clerks, collectors, etc.

But Secretary Adams from the first entrance upon his office maintained that "the Vermont system of schools was a good one, far better than was supposed by many of those who claimed to be its especial friends." That upon a system originally liberal and good the excellencies of other States, especially those of Massachusetts, "have been quietly adopted and incorporated into our own law, and that this has been done with no noise and no notice, because it has been accomplished without opposition."

For years the graded school, the union high school, and the teachers' institute had been recognized as efficient and useful agents in education, and "legal provision had been made for their adoption in practice whenever and wherever the people may have desired them." So excellent, indeed, did the Vermont system appear to some of the other States that Connecticut, in 1857, adopted a system very similar to it.

The distinguishing feature of the Vermont school law was its comparative freedom from fines, or stringent provisions that were to be enforced by severe penalties, and from any compulsory enactments

¹ Secretary's Report, 1857.

for the support of schools of particular grades. The law required every town to sustain one or more schools that should be provided with competent teachers. It gave the town authority to divide¹ its territory into districts, and it laid the obligation upon it to raise a tax of a certain amount at least. It required of each district that it should sustain a school for not less than two months in each year. With this exception the law left the whole matter of sustaining the schools to the town and district. At a school meeting legally warned and conducted the districts could determine all matters relating to the grade or quality of school, the length of the school year, and the expenses to be incurred. The district could unite with other districts and form a union high school, and thus secure instruction in all departments from the alphabet to the languages and the higher mathematics.

To assist in the encouragement of schools the State agreed to give annually, to each district that shall sustain a school for two months on its own funds, an amount "generally equal to \$1 on each scholar."

The Vermont law with reference to the examination of teachers was then the most perfect and stringent that anywhere existed. To pay wages to any teacher who had failed in the attempt to pass an examination and receive a certificate was made a penal offense.

By the census of 1850 it was found that in Vermont only 1 in 53 of the population was unable to read and write.

Before 1857 several of the larger towns had established graded and union schools that were in successful operation and giving good satisfaction. They made necessary a somewhat heavier tax, but a contemporary says:

It is doubtful if the towns where they have been organized would be willing to dispense with them on that account, or on any consideration.

The same was also true of the union high schools.

At a period a little later [1859] a large graded school was established at Montpelier for the free instruction of all children within the village. A school building was erected at a cost of \$20,000, the money being raised on the grand list of the districts. Previous to this schools had been established on a similar basis at Brattleboro, Burlington, Rutland, St. Albans, Woodstock, Windsor, and St. Johnsbury.

The idea of a graded school is one in which scholars of the same degree of attainments are brought together and are kept together in the same studies and in the same class.²

¹ Though at a later period the division and subdivision of districts became in Vermont, as in New Hampshire, one of the crying evils of the system.

² Section 102 of Vermont school statutes defines a graded school as follows: "A school maintained by a town or district not less than 30 weeks each year and consisting of 3 or more departments taught by 4 or more teachers, having an established course of study and having all the departments under the control of one principal teacher, shall be a graded school." The high school is the upper department of the graded schools.

The first enactment in the State looking toward grading the common schools was passed in 1841, and the first making complete provision for such grading was passed in 1844. This organization into union districts was really a change of system and required in order to be fairly developed an entire regrading of all the private or district schools.

In 1857 there were in the State 149 select schools, with an enrollment of 5,499 pupils. The expense of sustaining these schools must have been over \$100,000 a year—that is, more than one-third of the total expense incurred for all the public schools of the State. The select schools were doubtless regarded with favor in a community, because they added much more than a public school would have done to its social and intellectual life.

The average wages of male teachers were in the year just named \$22.92 a month, including board; of female teachers it was \$13.64, estimating board at \$1.50 per week.

Except so far as teachers' institutes are in the nature of normal instruction, no legal provision for the organization of normal schools had as yet been made. Some of the academies and higher schools were in many respects qualified and were attempting to furnish that immediate normal instruction that teachers required.

At last, with the creation of the Board of Education and with the ready and hearty support it received from the newspaper press and from the great body of the people of the State, with the feeling that it at once inspired, and the constant evidences of greater activity in the administration of the school law, the hope was entertained by all that a new educational era had opened for Vermont.

THE OPENING OF A NEW ERA.

By an act of the legislature approved November 23, 1858, a decided and radical change was made in existing school laws. One of the most important provisions of the revised law was that the public school moneys, which had heretofore been distributed among the several districts according to the number of scholars, should hereafter be distributed according to the average daily attendance, during the preceding school year, of pupils between the ages of 4 and 20 years, one-fourth of the public money being, however, divided equally as before among the various districts.

Among the leading aims and purposes of the law there was, first, the securing of a full and authentic presentation of all the facts connected with the schools; second, a thorough and faithful supervision of the schools; and, third, increasing the attendance, so that if possible all the children might be gathered into the schools.

At length what had been so long demanded by the towns was granted by the State—that the town superintendents should be paid out of the

State treasury. These officers therefore became State agents, and, together with the town and district clerks, under the special direction of the secretary of the board of education, constituted a continuous chain of communication through which was conveyed complete information respecting the entire operation of the schools or the perversion of the school laws.

It was now possible to make a reliable exhibit of the facts in detail concerning the common schools, and this is found in the secretary's report of 1860 for the preceding school year, and is as follows:

Number of children between the ages of 4 and 18 years.....	89, 697
Number of district schools.....	2, 754
Number of select and private schools	491
Scholars in select and private schools	7, 711
Average attendance of pupils between the ages of 4 and 18 years.....	45, 701
Average attendance between 4 and 20.....	47, 469
Number between 4 and 18 attending school.....	70, 250
Number between 18 and 20 attending school	3, 341
Number of academies.....	69
<hr/>	
Amount paid for teachers' wages and for board and fuel.....	\$246, 738
Amount paid toward the building of schoolhouses.....	65, 534
Amount paid for repairing schoolhouses	14, 254
Interest, estimated at 6 per cent, on 2,680 schoolhouses and lots, at \$400 each.....	64, 320
Furniture and incidentals.....	10, 000
Salary of superintendents	5, 000
<hr/>	
Total amount to be accredited to expenditures for schools.....	405, 846

It will be seen from this exhibit that at no time were there more than three-fifths of the children of school age in attendance upon any of the schools of the State. Mr. Adams showed by statistics that Vermont thus stood "far behind any one of the Eastern States" in the matter of attendance upon the public schools. Vermont schools especially suffered from nonattendance and the thousand evils that spring therefrom during the years from 1852 to 1860.

At the time the report of 1860 was issued there was already perceptible a very hopeful change in the schools with reference to attendance and other interests affecting the welfare of common-school education in Vermont.

In 1860 the average wages of male teachers were \$17.44 per month, exclusive of board. This was an advance of one-third since 1846, when the average wages paid were but \$11.72 per month. Female teachers were paid in 1846 an average of \$4.75 per month, besides board, and in 1859-60 it had increased to \$7.80. There were then three times as many female as male teachers.

The average duration of the school year at this period, and even as late as 1866, was from 23 to 24 weeks, which was somewhat less than in 1848. The support of a school for 2 months by each district upon

its own funds was still made a condition precedent to its receiving any share of the public money.

By a modification of the school law, candidates for teachers' certificates were required to be examined in public, after due notice of time and place had been given. The reports of the town superintendents make favorable mention of this change as productive of much good. Since 1845 the law had required teachers to pass an examination before engaging in teaching, but up to 1857 this requirement had been frequently violated, and in that year it was found that 467 teachers were teaching without certificates; but two years later statistics showed that only 89 had violated the law in this respect. Schools so taught were not legal schools, and were not, therefore, entitled to any portion of the public money. The same condition was true of all districts whose school registers were not properly filled out and placed on file in the town clerk's office as the law required. One serious defect in the school system of the State was the too great subdivision of the districts, so that the schools in many of the rural towns were too small to be able to employ efficient teachers.

There was still a great deficiency of school apparatus, of maps, globes, dictionaries, and other books of reference, and even of blackboards. In this respect Vermont was said to be behind all the other States except those of the South. A record of corporal punishment was kept by the teachers, and it was found that it was then inflicted upon 1 out of every 7 who entered the doors of the school room.

The secretary's report for 1861 took a most hopeful view of the condition of the common schools of the State. Never before had their claims received such earnest attention from the people; never before had there been so large an attendance of children, and never before had the attendance been so punctual and steady. The wages of teachers were higher and their qualifications superior to those of former years. The educational meetings of the preceding year had been of greater interest and more largely attended. This was especially true of teachers' institutes, which had seemed to awaken more enthusiasm and to be of more practical benefit than ever before.

The moral element in education was already beginning to attract especial attention among the leading educators of the State. It was felt that however much intellectual discipline may accomplish for the young, it was "after all inadequate to the demands of society in its higher relations, and still less so to the higher interests of man as an immortal being." In the educational conventions held at this period the discussions over the question of religious instruction in the schools of every grade, and especially of the place the Bible should hold in the common school, were carried on with the greatest earnestness, and during the winter of 1860-61 became exceedingly heated, and evoked great interest from all classes of people. Little, however, was accom-

plished, except to arouse the public mind to the importance of the moral and religious element in education. The Scriptures were required to be read daily in the schools, but no pupil was compelled to participate in the exercise.

In 1861-62 the amount of the public money distributed was \$105,165. The amount raised on the grand list, \$117,318, and the amount raised "on the scholar," \$21,670; schoolhouses were built during the year at a cost of \$54,019.

HOW THE SCHOOLS BECAME FREE.

In 1863 the secretary said:

It is getting to be the usage in all our districts to raise all the money on the grand list.

The history of the movement by which the schools of Vermont at length became free is somewhat as follows:

By the first school law the action of the towns in regard to the school was in great measure optional, but as the government became settled in its methods, and the number of the towns was increased, we find the first show of State control when the legislature in 1797 commanded the towns to support schools, and required that they should be kept a specified number of weeks as a condition of receiving their portion of the town school tax. Later, in 1810 a State school tax was required to be assessed under certain conditions in all organized towns, and in 1821 it was provided that the grand jury of each county should inquire annually whether the several towns in the county had raised and properly expended the State school tax, and every delinquent town was made liable to fine, a provision which now applies to all the public money. The school law of 1782 gave to the town power to divide its territory into school districts and to alter the same; it appointed trustees and provided for the support of schools partly by rates and partly by taxes or subscriptions, but otherwise the district was independent of the town, and it has since come under the supervision and control of the town only by a slow process. The first step in this direction was a requirement that the town, in the annual division of the public money, should withhold the share, otherwise due, from a district that had not supported a school during the previous year. Next came the provision, introduced in 1827, that persons employed as teachers must be licensed by town officers. The provisions requiring the selectmen of the town, in certain cases, to set up a school, and even to build a schoolhouse, in and for a district, and to assess and cause to be collected a tax on the inhabitants contained in the grand list of the district, in order to pay for the same, left but a single step further in that direction. This was taken in the law of 1870, which permitted the towns to abolish the districts, and to intrust the management of the schools to a committee chosen by the town.

Under the first school law, the districts had power to raise money by a tax on the grand list or on the scholar; consequently the question, shall the school after expending the public money be supported wholly by a tax based on the grand list and thus be wholly free, annually arose for decision in every school district in the State. This question probably has been more widely and fully discussed, through a long period, than any other before the people of Vermont, and the history of the legislation on the subject is proportionately important. The law of 1782 gave to the prudential committee of the district power to assess a tax, according to the grand list of the district, sufficient to pay one-half of all the school expenses, and to the district the power to vote the other half on the basis of the grand list, or on the scholar.¹ The revised school law of 1797 provided that the district might vote the entire sum on either basis, and this provision was not repealed until thirty years later. In 1827, however, the power of the district to raise money on the scholar to build and repair schoolhouses, and in 1850 the power to raise money in a similar way to pay the wages of teachers' were revoked. Other expenses for the support of schools, such as the cost of wood and of the teachers' board, were laid on the pupil until 1864; but in that year it was enacted that "All expenses incurred by school districts for the support of schools shall be defrayed by a tax upon the grand list of the district." The determination of the people, after eighty-two years of discussion, was that the public schools should be wholly free.

One has well said:

While our fathers held that schools for all were a necessity, we hold that the schools for all must be free for all; while they held that the town has a right to act for the establishment and maintenance of schools, we require the town to act for the establishment and maintenance of schools; with them we hold the authority of the town to be subordinate to the authority of the State. Here are the three articles of our educational faith.²

A MARKED IMPROVEMENT IN THE SCHOOLS OF THE STATE.

Compared with the year 1846 when Mr. Eaton, who was afterwards governor, was state superintendent of schools, it was easy to perceive that a great advance had been made in common school education. Then the whole attention of the schools was mainly engrossed in reading, spelling, writing, and arithmetic. A little later, when the study of grammar was introduced, it "was considered an outrage upon the public schools." Little by little changes had taken place. Less time, for instance, was given in arithmetic to mere ciphering and more to

¹In 1833 a tax of 3 per cent was levied on the grand list which amounted to between \$50,000 and \$60,000, and about as much more was supposed to be raised by school district taxes.

²Edward Conant, in superintendent's report, 1874.

demonstration and explanation. More time was now devoted to the study of grammar and composition, and besides this geography and history were already receiving a good share of attention. Geology, physiology, and botany had been introduced into the public schools of other States but they were as yet unknown in those of Vermont. As late as 1862 the secretary could say:

Not a single class in geology is believed to exist in the public schools of an ordinary grade in our whole State, and yet within a few years a very general appreciation of this science has been rapidly growing.

He earnestly recommends the introduction of geology and natural history, and adds the following in regard to music:

I am glad to say that within the past few years, as the result of much public discussion both within and without the State, the practice of opening and closing the schools with vocal music has been rapidly gaining ground.

He emphasizes the importance of a thorough knowledge of the geography and history of Vermont, and special provision was made by the legislature at its next session for instruction in these branches in order that the pupils might become imbued with the ideas of patriotism, and thus be qualified for good citizenship, "the end and purpose for which schools were established." Nor is this all. "The State bill of rights and the leading features of the State and national constitutions, with a knowledge of the different departments of government," should be topics of common conversation and of particular instruction in every common school.

The common-school system was evidently gaining steadily in popular favor, as it increased in efficiency and proved itself competent to accomplish all that its friends predicted for it. Parents were taking a deeper interest in the schools, and were more willing to tax themselves that they might have better schoolhouses, the teachers were better, and the children were more studious, happier in their school tasks, and more willing to pursue those branches that were calculated to give "immediate practical benefit," such, for instance, as the grammatical use of language.

A year or two later the secretary says:

No statistics, however exact and copious, can give an adequate idea of the life that has been infused into all the educational movements of the State during the eight years that have now elapsed since the system went into operation.

In 1863 attention was called to the importance of establishing town school libraries. Some had already been established, and the movement which then began without question resulted in great good to the children and youth of the State.

The points in favor of the Vermont school system, as it was then developed, can be stated as follows: Public examination of teachers; the arrangement for local supervision simple, economical, and efficient;

the power of revoking certificates was limited to certain specific causes; the legal provision by which the distribution of the public money to the various districts was made to depend upon the daily average attendance upon the schools; and the provision for an authorized list of school text-books, maintaining a uniformity in their use in the schools with very little disturbance or opposition.

Of the common schools Vermont could already cherish a just pride, but of graded schools of a higher character the secretary, as late as 1863, could say, "she has almost none." And he raises the question, "Why are there not more graded and union schools?" The first reply is that too many academies (though the number of these was steadily diminishing) were doing the work of the common schools; and second, the welfare of the public schools is "still more seriously affected by the multiplicity of private and select schools than by any other cause, and probably more than by all other causes combined."

The fathers and founders of the State, in their plan of the common school, the grammar school, and the university, evidently laid a foundation that their children would have done well to build upon. Had their plan never been altered, the educational interests of the State might have been better subserved. The power and efficiency of the grammar schools were for a long time greatly impaired through acts of legislation which divided and subdivided the State fund established for their support.¹ Still it should be said that the academies of Vermont rendered a most essential service in the educational elevation of the State. They were the only colleges that most of the young men and women ever knew, and they helped wonderfully to broaden their views of life and implant within them truer conceptions of the work they were fitted to do.

Later the excellencies of the graded schools became more and more apparent. They seemed to be in great part free from the principal

¹ In 1878 the legislature made it the duty of the State superintendent to learn the amount of income from the grammar-school lands (granted by the authority of the State of Vermont) in each of the several towns where they existed, the appropriation that had been made of it, and the character of the schools to the support of which such income had been applied. The superintendent made a report of the facts ascertained to the governor of the State as required by the resolution, which may be found in the appendix to the Twenty-sixth Vermont School Report (1880).

In regard to these school lands it might be said that they are found in most of the towns of the State. They "are lands the rent of which is devoted to the support of the common schools, the county grammar schools, the State university, and particular institutions designated by the donors. Of the lands whose rent is devoted to the support of the common schools, some were set apart for that purpose in the original charter of the town, some were set apart in the charter as glebe lands and afterwards, by act of legislation, devoted to the support of schools, and others were given by individuals or by corporations for that purpose." (State Report for 1875-76, pp. 40, 41.)

difficulties and obstacles that encumber the working of the common district school.

During the twenty-five years previous to 1870 they had become established in the cities and in nearly all the large villages of the State, many of the academies having become graded schools. In many of the small villages the districts were united, good buildings erected, and schools with 2 or 3 departments carried on in the place of separate district schools. But the country schools were, without exception, ungraded.

In the year last named out of the 66,310 children attending public schools, 10,000 were found in the graded schools.

In 1862 Congress passed an act giving to all the States, under certain conditions, a grant of lands for the establishment of an agricultural college. This was at once accepted by Vermont, and in 1866 a completely organized State agricultural college was established at Burlington and united with the University of Vermont. In 1865 the State reform school was authorized by the legislature and established at Waterbury, but ten years later this was removed to Vergennes.

In receiving the land-grant from the Government, the general assembly of Vermont urged the concentration of educational strength, many holding that it would be better for the State if the colleges at Burlington and Middlebury could unite and form a single State university. A vigorous effort to this end, and one that came near being successful, had already been made in 1847-48. Still, so many and great were the supposed difficulties to be overcome that the idea of a juncture then failed of accomplishment, and for years afterwards no further attempt was made; but when, after the Government grant, it became necessary to incorporate the Vermont State University and associated colleges, the time was recognized by many intelligent friends of education as favorable for the accomplishment of the long-cherished project of union of the colleges, without which, as it seemed to them, a complete and symmetrical system of State education would be impossible. But however desirable this juncture of the colleges appeared, it came no nearer accomplishment than at the period to which we have referred.

At about the period of the close of the civil war there was "a growing conviction in the public mind that female teachers are preferable to male." Doubtless their more general employment during the war, when it was more difficult to secure male teachers, and their quite uniform success in teaching, and the excellence of their characters and influence had much to do in producing this conviction; yet I doubt not that the question of greater economy had much more weight in the decision to employ female teachers than many would have been willing to confess, for the average wages paid was still only \$8.16 a month, exclusive of board, and that, too, in a depreciated currency. However, it was generally believed that "contemporaneous with the gradual change from male to female teachers, which has been mentioned,

there has taken place a gradual improvement in the schools of the State."

Good behavior was among the things which the State required to be taught in the common schools, and in conforming to this law it is said that the superior merits of female teachers were eminently conspicuous. In 1870 Gen. John W. Phelps, of Brattleboro, suggested the preparation of a manual, to be used in the schools, "which should inculcate the few simple rules of courtesy."

In 1865 it was still customary for teachers to "board around," thus laying the most burdensome tax upon those parents who had children in school.

The various town, county, and State teachers' associations which sprang into existence mainly within the decade between 1855 and 1865 proved themselves of great benefit to the teachers of the State. These associations gathered together those who were actually engaged in the vocation of teaching and were entirely voluntary and self-sustaining in their character. The State Teachers' Association had rapidly increased in numbers and influence, though it could not be said as yet to have enlisted the cooperation of influential men outside the schools—that is, of those who were eminent in social and political life.

In 1866 for the first time no funds were raised "on the scholar," the whole amount necessary to meet the expenditures for the school year being provided by the distribution of the public moneys or raised on the grand list.

The common-school curriculum had remained practically unchanged for more than half a century, the only important text-book introduced during this time being a composite work which combined in one, geography, history, and the constitution of Vermont; but the legislature of 1866 called upon the board of education to arrange two courses of study; one of these to include all the branches required to be taught in the common schools of the State, the other to include in addition such higher English branches as the board should deem best adapted to the use of more advanced classes. They further enacted that at each teachers' institute there should be held an examination in one or both of these courses, and that those who presented themselves and passed the examination should receive certificates entitling them to teach in any part of the State "for the term of five or of fifteen years, according as they passed a satisfactory examination in one course or in both." In conformity with this requirement of the legislature the board of education determined that the candidates should be examined in eight distinct subjects, the first seven of which must be partly written. These subjects included, besides the common branches, the history of the United States, the history of Vermont, with map drawing, the Constitution of the United States and of Vermont, single entry bookkeeping, and the elements of elocution and of vocal culture.

Candidates for the second course, having passed a satisfactory examination in the subjects just named, were to be examined further in bookkeeping by double entry, algebra, physical geography, physiology, elements of botany, natural philosophy, a thorough analysis and explanation of one book of Cowper or Thompson, a critical exposition of Milton's *Paradise Lost* or Bacon's *Essays*, and two other subjects to be chosen from the following: Geometry, astronomy, chemistry, geology, surveying, zoology, evidences of Christianity, rhetoric, intellectual philosophy, and moral philosophy.

The character of the institutes was very much changed by the act of 1866. The new law required that two or more practical teachers should be associated with the secretary in conducting the examinations at teachers' institutes. The selection of these teachers was to be made by the board of education.

The effect of the introduction of these examinations was felt at once, since it made the State certificate a prize well worth striving for, and opened the eyes of teachers to their lack of qualifications for the responsible positions which they sought to occupy.

In the same year (1866) another act of great importance to the State was passed by the legislature, authorizing the establishment under certain conditions of normal schools. In accordance with this act normal schools were soon established in each of the three Congressional districts into which the State was then divided. The towns in which these were located were Randolph, Johnson, and Castleton, and in the two former the schools were already opened by February, 1867, only three months after the passage of the act authorizing their establishment. The one at Castleton was opened on September 23, 1868. Examinations were to take place twice a year, and certificates of the same grade as at the teachers' institutes, and requiring the same qualifications, were given to those who were entitled to them. These certificates could be revoked for sufficient cause by the board of education. A year later an appropriation of \$1,500 was made by the legislature for the benefit of pupils needing assistance in the normal schools, \$500 to be paid by the State treasurer to the board of trustees of each of the normal schools. To these acts of legislation of 1866 was added the provision that after five years from the time of their passage no person could teach in any of the common schools of the State unless possessed of such a certificate of examination as the law required. In practice, however, it was afterwards found difficult to comply with this provision. Still the legislation referred to had a permanent and excellent effect upon the qualifications of the teachers, and therefore upon the progress of education in the State. Among other legislative acts of this year was one authorizing a revised list of school books. This list was prepared and published the following

year.¹ The first attempt to regulate the selection of text-books was made in 1828, when the board of commissioners for common schools, though they said that their duty was only advisory, proposed a list of books as suitable and proper to be used in the schools. They authorized town committees to select from this list such books as they thought best adapted to their needs.² This law was enacted in 1827 and repealed in 1833, though it seems never to have secured any effective recommendations of books. The first notice of text-books being chosen by the board of education was in 1858. Between that date and the year 1880 there had been at different periods four recommendations of text-books.

Secretary J. S. Adams, after eleven years of faithful and efficient service, could look with much gratification upon the very material advance that had been made in all departments of school work throughout the State. In 1867 there was scarcely a large village in Vermont that was not provided with higher schools of some description, and the sentiment in favor of graded schools was constantly increasing. The honor of the changed condition of the schools and of the healthier tone of public opinion respecting them belongs, doubtless, in great part to Mr. Adams, but much credit is also due to the first board of education, which was composed of men whose names should ever be gratefully remembered in the State. They were Calvin Pease, Dorr Bradley, and Hon. T. P. Redfield.

President Buckham, of the University of Vermont, pays this fitting tribute to the character and services of Hon. John S. Adams:

He was a remarkable man. * * * He was a ready and apt speaker; could gather and interest larger audiences than any man of his time in Vermont, and was capable on occasion of a real eloquence which few public men can approach. He knew the people of Vermont thoroughly—knew how to manage them for their own good. He could argue, flatter, scold, ridicule, according as the needs were, and rarely failed to make his hearers see as he saw, feel as he felt. On the organization of the board of education in 1856 Mr. Adams was appointed secretary. He threw himself into the pioneer work, which was then most needed and for which he was admirably fitted, with all the ardor of an enthusiast. In this work he labored eleven years with the greatest energy and the most useful results to the school system of Vermont. The State owes to few of the public men who have devoted themselves to her highest interests a greater debt of gratitude than to Mr. Adams.

By act, of November 18, 1866, the board of education was to be chosen as follows:

The governor shall annually [after 1870 biennially] nominate and by and with the advice and consent of the senate shall appoint a board of education, consisting of six persons, two of whom shall be residents of each Congressional district, and three of the number at least shall be practical educators. And the governor of the State for the time being shall be ex officio a member of said board.

¹This State commission issued what is accounted the first Vermont school report.

²The State has since received the benefit of better classified text-books and better instructed schools.

Previous to this act the board had consisted of but five persons.

Among other school legislation of that year was the following:

The several towns shall, at each annual meeting, elect one or more trustees, not exceeding three, * * * whose duty it shall be to receive, take care of, and manage the money deposited with the respective towns.

This has reference to the United States deposit money. According to existing law the State treasurer had authority "to receive any moneys belonging to the United States, hereafter to be deposited with this State, and give a certificate of deposit." The interest on this deposit money received from the Government, which by the act of 1836 is appropriated to the support of common schools, "is not to be taken as a part of the proceeds of the school fund within the purview of the proviso to the ninth section of the act of 1827, entitled 'An act to provide for the support of common schools,' and to go so far as a relief against the 3-cent tax required by law."

In 1867 Hon. A. E. Rankin was chosen secretary of the board of education to succeed Mr. Adams. In his first report (1868) he says:

It is to the clergy, more than to any other profession—and more than to all others—that the cause of education is indebted. They have more sympathy with and a higher appreciation of the importance of thorough and efficient educational work.

This is probably not too strong a stating of the case, for it is, without doubt, true that as in the early history of New England, so in its later history, the clergy have been the warmest, most faithful, and most intelligent fosterers and friends of education. The new secretary said: "Every dollar judiciously expended in the cause of education will give a larger return in kind than any other investment which it is possible to make," and he made a strong plea for moral and religious instruction in the school, maintaining that the Constitution of the United States and the framers of the State constitutions did not design to exclude moral and religious instruction from the public school. He says that according to Chief Justice Shaw "the public-school system was intended to provide a system of moral training." "Christianity is a part of the law of England," says Blackstone, and, in a note to an American edition of his commentaries, he declares that "we have received the Christian religion as a part of the common law."

In the legislation of 1867 there was a requirement that parents and guardians should give "their children and wards between the ages of 8 and 14 years three months' schooling annually at the public school, or an equivalent, and prohibiting manufacturing companies from employing those who have not enjoyed such schooling," a penalty of from \$10 to \$20 being affixed for the violation of this law.

The general assembly also authorized each town to establish and maintain one or more central schools for the education of advanced

pupils of the several districts. To support these schools each pupil was to pay to the town treasurer such sum per term for tuition as the prudential committee, chosen by the town to have the oversight of these central schools, should determine.

After serving as secretary of the board of education for three years Mr. Rankin resigned the office. His important services while holding this high office, his fine culture, and sound and thorough views of education, and his earnest discussion of the important principles of school reform placed him in high esteem among the friends of education in Vermont. The hopeful features of the school system during the period of his incumbency was a greater regularity in the attendance of pupils and a very decided elevation in the standard of requirements in the examinations by superintendents of candidates for teachers' certificates.

The establishment of three normal schools had from the first met with much opposition. It was believed by some that the system established "was wholly unworthy of any State that aims to make liberal provision for public education." The true thought, they said, was concentration. Instead of three normal schools with divided strength, there should be one strong central school, provided with means for its work. It was certainly the duty of the State to train teachers for its schools, and it was more economical to train them herself than, by affording inferior facilities, to compel them to seek this training elsewhere.

The board of education was in favor of concentration, and recommended the establishing of one normal school and the appropriation of \$5,000 thereto in addition to what the State already paid for normal instruction and for the institutes; but the legislature was unable to agree upon any provision more satisfactory than that which already existed, and therefore the three normal schools were left undisturbed to carry on, as best they could with limited means, the training of teachers for the State.

On May 14, 1870, Hon. John H. French, LL. D., of Albany, N. Y., was chosen secretary of the board of education to succeed Mr. Rankin. Mr. French was then a resident of Albany, N. Y. He made an efficient secretary, and there was a substantial improvement in the common schools during his administration of the office.

Reference has already been made to the act passed in 1866, which required that after the expiration of five years all the teachers of the State must hold the institute certificate of examination or its equivalent—the diploma of the normal schools. At the expiration of the time stated, however, it was found that not much more than 400, and perhaps less than that number, of certificates were held by those who were teaching the children of the State. It therefore became necessary to agree upon some modification of the law, and the plan agreed

upon was to require two public examinations of teachers to be held in each town annually, the examinations to be held on the same day throughout the county, and the certificates, which were granted by the town superintendents, to hold good until the first day of the following April. All persons applying to be examined at other times were required to present themselves before at least one of the prudential committee of the school in which such person proposed to teach and before one other intelligent adult person. For a certificate granted upon such an examination the candidate was required to pay to the superintendent \$1, and the prudential committee were to pay him \$2. Some other conditions were also added. The law required the town superintendents in the several counties to meet annually on the third Tuesday of March for the purpose of agreeing upon questions to be used in the written examinations of teachers throughout the county and of fixing a standard of qualifications of teachers for the ensuing year.

At these gatherings, in addition to agreeing upon those questions that were to be asked of the candidates at the regular public examinations, they established certain regulations and acquainted themselves with the condition of the schools. From the first these meetings, which began in 1871, were very popular with town superintendents, progressive teachers, and active friends of common schools, and by means of them a deep interest was everywhere awakened on the subject of the qualifications of teachers.

At the institutes held each year in the fourteen counties of the State certificates valid for five years were awarded by the secretary, according to the provisions of the act of 1866, to which we have referred. The examination was confined wholly to the subjects of study pursued in the common schools of Vermont. In 1870 an amendment was made to the former act, according to which, in addition to a knowledge of common-school studies, the candidates for State certificates must have had a practical and successful experience in teaching of not less than forty weeks during the four years immediately preceding the time of their examination.

In this year the State appropriated \$1,000 to each of the three normal schools for the purpose of aiding such young men and women as would agree to hold themselves in readiness to teach in the schools of the State for at least two years immediately following their graduation. Two years later the legislature appropriated the further sum of \$500 to each of the normal schools.

As early as 1866 or earlier the secretary of the board of education had advocated abolishing the school districts and the formation of all the districts in each town into a single district controlled by the town. At different times the board of education had strongly recommended this change, believing that on account of the multiplicity of schools a large part of the expenditures for schools was wasted. Moreover, they

believed that 40 per cent was wasted through the failure of the children to attend school. They held that with the establishment of a town system of schools much of the annual expenditures could be saved and at the same time the educational interests could be carried on in a way to secure much better results. At length, in 1870, the general assembly consented to pass the following bill:

Any town in this State may at its annual March meeting in 1871, or at any annual March meeting thereafter, by vote, by a majority of the voters present at any such meeting, abolish the school-district system in such town, and the selectmen of each town shall insert an article for that purpose in the warning for the annual March meeting in 1871, and in the warning for any subsequent annual meeting upon the application of 3 legal voters in such town.

Up to the year 1884 19 towns had changed from the district to the town system. In so doing they placed the schools under better and more permanent teachers and secured more efficient management and supervision. The sentiment in favor of the town system was rapidly increasing.

The period of school age, which had been from 4 to 18 years, was now changed to that between 5 and 20 years. Thereafter two-thirds of the money that was appropriated to the support of the common schools of each town was to be divided between the common-school districts, including also any union districts, "in proportion to the aggregate attendance of the scholars of such district between the ages of 5 and 20 years upon the common schools in such district during the preceding school year."

By an act approved November 23, 1870, attendance at school was made compulsory upon all children between the ages of 8 and 14 years.

Previous to 1866 no school district could receive any share of the public moneys unless during the preceding year it had maintained a school for two months from money raised in the town. In the year named the statute was amended so as to make the legal school year four months; and by a further amendment in 1870 the length of the legal school year was fixed at twenty weeks. Up to 1872 five and a half days constituted a legal school week, but in that year the law was amended so as to read five days, and it so remains.

In case any pupil in a public school is not provided by the parent, master, or guardian with the requisite text-books, it is made the duty of the prudential committee of the district, or of the school board in any town which has abolished school districts, to notify such parents or legal guardians, and if within a week thereafter such books are not provided, the prudential committee or school board shall be authorized to supply them.

"Vermont has no school fund; all the money to defray the expenses of her common schools is raised annually by direct tax on town and district." A system of free public education is based on the proposi-

tion that "the property of the State should educate the children of the State." Another proposition equally true is that "equal taxation should secure equal advantages to all for whose benefit the tax is imposed."

The total current expenses of all the public schools for the year ending March 31, 1874, were \$516,198.89, and the total expenditures for all school purposes amounted to \$622,227.28. This money was raised as follows: By the 9 cent town tax, \$123,685.55; by towns, \$66,685.92; by tax on districts, \$409,421.45.

It will thus be seen that more than two-thirds of the total amount was raised by tax on the districts. In the five years between 1869 and 1874 the expenditures for school purposes had increased nearly 25 per cent. In the poorer districts the rate of taxation for the support of schools had become so great as to be somewhat burdensome, and there was reason for fear lest a still larger number of districts should fail to support any school. Believing, therefore, that there must be some modification of the law the secretary advocated the levying of a State property tax of nearly one-half the amount to be raised, one-half as much more by town tax, a poll tax of \$2 each on the 70,000 polls of the State, and the small balance remaining by a tax on the districts.

Ten years later the sources of revenue for school purposes are stated to be as follows: First, the interest upon the United States deposit money loaned to the State by the National Government; second, the rent of lands set apart for the support of the common schools; third, the income from funds donated to towns by individuals or otherwise, and, fourth, the town and district taxes.

In 1874 the law relating to school supervision was again modified and an act passed authorizing a return to the former system of choosing a State superintendent of schools, and Edward Conant, who had been at the head of the State Normal School at Randolph since its establishment in 1867, was chosen superintendent. The officers of the school system, as now constituted, consist of a State superintendent of public instruction, town superintendents of schools, and district prudential committees, with the usual associated officers. Their duties are defined as follows:

DUTIES OF STATE SUPERINTENDENT.

The joint assembly of the legislature elect biennially a State superintendent of public instruction. Among the duties assigned him the following are the essential ones: To promote the highest educational interests of the State. To do this he must visit every county and town during the year; deliver lectures upon the subject of education; confer with town superintendents, visit schools with them, and prescribe and furnish them with blank forms for a school register and for collecting school statistics. He must hold a teachers' institute annually

in every county where 25 teachers make application therefor, and he must hold a county convention of town superintendents annually in each county. He must give such information as will enable the selectmen of each town to divide the public money according to law; prepare and annually furnish to each town superintendent blank certificates for teachers. He must have supervision of the normal schools of the State and visit them twice in each term. Together with three examiners appointed by the governor, he examines candidates for normal graduation and determines their fitness for receiving certificates. He also at the teachers' institutes examines candidates for the State teachers' certificates. It is also within the province of the State superintendent to request trustees of incorporated academies and grammar schools to cause their principals to return correct answers to the statistical inquiries that he may address to them. It is his duty to prepare and present to the legislature, on the first day of each biennial session, a report of his official acts for the preceding two years, together with a statement of the condition of the schools, the distribution of the school funds, etc., and have this report printed and distributed according to law.

The governor has power to appoint a superintendent when a vacancy occurs during the term for which he was chosen. The duties of the secretary of the board of education were similar to those of the State superintendent.¹

THE TOWN SUPERINTENDENT.²

The town superintendent, elected to hold office for one year, is chosen by the qualified voters of the town at the annual March meeting, and enters upon his duties on the 1st day of April following. It is his duty to visit all legally organized common schools in town—the average number being about 10—at least once each year and give advice to the teachers respecting the government of the pupils and the courses of study; he must inspect the school buildings, and adopt all requisite measures for the inspection of the schools and the improvement of the scholars; receive and distribute school census blanks and

¹ The following is a list of the State superintendents and secretaries of the board of education, with their terms of service:

State superintendent.—Horace Eaton, 1845–50; Charles G. Burnham, 1850–51.

Secretary of State board of education.—John S. Adams, 1856–67; Andrew E. Rankin, 1867–70; John H. French, 1870–74.

State superintendent.—Edward Conant, 1874–80; Justus Dartt, 1880–88; Edwin F. Palmer, 1888 (still in office).

² Mr. J. L. Pickard says in his work on School Supervision, published in 1890, that “all the New England States except Vermont retain the town as the unit with town supervision. All others have adopted the county or parish system except Delaware, which retains the town system.” Massachusetts, however, allows two or more towns to combine and choose a superintendent, and Vermont returned to the town system in 1890, having discontinued it July 1, 1889.

school registers furnished by the State superintendent, and see that they are properly kept, and make to him an annual report; he must make a detailed report of the condition of the schools to be presented to the annual March meeting. He is required by law to meet annually, or oftener if it seemed necessary, the other superintendents of the county, at the call of the State superintendent, to consider the interests of education in the county. The town superintendent is entitled to a "reasonable compensation" for his services. In 1856 it was not to exceed \$1 per day for time actually spent in the work of his office. By the law of 1856 the secretary of the board of education was required to visit the schools in addition to the town superintendent. This constituted "the supervising system of the public schools of the State, partly of a State character and partly of a town character."¹

PRUDENTIAL COMMITTEE.

This committee may consist of one or three legal voters in a school district, and is chosen at the annual school meeting held on the first Tuesday in March. It is the duty of the committee to hire and pay teachers, and remove them when necessary; provide a suitable place for each school and keep the schoolhouses in good repair; see that fuel, furniture, and all appliances necessary for the welfare of the school are provided; adopt all requisite measures for the inspection, examination, and regulation of the school; and exercise over the school and the teachers the only actual and active power that is exercised at all, or can be. The committee is responsible alone to the district which appoints it. It is their duty to compel all children between the age of 8 and 14 years to attend school for at least three months in each year, and to prevent their employment in any mill or factory until they shall have first spent the required three months in school. In case a conflict of opinion arises between the prudential committee and the town superintendent, the measures adopted by the latter are to govern. However, the work to be done by the prudential committee

¹The supervision exercised by the town on one side resembles that of the State. The town controls the formation and regulates the boundaries of school districts, or at pleasure abolishes all school districts. It is within the power of the town to assist the districts in the support of schools beyond the requirements of the State. The town may supplement the work of the district schools by supporting a central, graded, or high school. The town, acting through its proper officers, may in certain cases build schoolhouses or establish schools in school districts and require the districts to pay for the same.

On the other side the supervision exercised by the town differs from that of the State. In most cases the approval of the teacher by the town superintendent is necessary that a common school may be opened, and the continued approval of the teacher by the town superintendent is also in most cases necessary to the continuance of the school. The town superintendent is required to "adopt all requisite measures for the inspection, examination, and regulation of the schools." (Edward Conant, State superintendent's report, 1874.)

has always been important, and during its entire history the character and success of the schools have depended very largely upon it.

In 1868 the legislature authorized a prudential committee for the "central schools," then first established. The law provides for the election of three, six, or nine persons as prudential committee, one-third of the number to be chosen each year for a term of three years, except that at the first election one-third of the committee should be chosen for one year, one-third for two years, and one-third for three years.

FURTHER SCHOOL LEGISLATION.

By acts of legislature (1870 and 1874) the trustees of the State Normal School at Randolph were required to use the sum of \$2,000 in furnishing free scholarships in said normal school during the two years beginning in February, 1875; and the laws of 1874 required that the free scholarships should be assigned to the several counties of the Congressional districts according to their population.

In 1876 a further act was approved "to encourage the training of teachers for the common schools," and in accordance therewith a training department was organized in the early part of 1877, in connection with the graded school at Bennington. The first class consisted of seven young ladies, all of whom passed a satisfactory examination in the first course of study such as was established for the normal schools of the State, and received licenses to teach in the common schools of Vermont for the period of five years. But only those who had completed the high-school course of study were eligible to enter the normal class. The time was spent entirely upon a course of training of a professional character. The principles of object teaching were discussed and applied to the various branches taught in our public schools. Each student took entire charge for a number of weeks of a room containing primary pupils.

There was, however, at this time little encouragement in Vermont to follow the vocation of a teacher. Statistics showed that for a number of years the schools had cost less and less, the entire cost for the year ending March, 1878, being but \$504,692.22. The average wages per week (and teachers had to pay for their board out of this) were \$7.61 for male teachers, and \$5 for female teachers. The result of this was that as soon as teachers became qualified to do really good work they left the schools. Still the legislature was repeatedly doing what it could for the improvement of teachers. It provided in 1878 that instead of teachers' institutes there might be held in counties (where institutes were not called for before July 1 of any year) educational meetings to continue only one day and evening each. Of these meetings there must be in the county not less than three nor more than five. In accordance with this enactment 46 educational meetings were held in the State, all but two of which were in 1879.

The work done was very similar to that in the teachers' institutes, consisting mostly of lectures, essays, discussions, and lesson exercises, sometimes with extemporized classes. Unquestionably, as a result of the encouragement given by the State to normal instruction, the proportion of normal teachers employed in the public schools was steadily increasing. Still the superintendent could say in his biennial report (1878) that only "1 in 9 of the teachers employed * * * for the last two years, and 1 in 8 of those employed during the last school year has attended a Vermont normal school."

In 1880 teachers' licenses were derived from three sources—the town, the county, and the State. The town license was granted by the town superintendent; the county license by an examining board of three, two of whom must be practical teachers, and the third must be a town superintendent; and the State license by an examining board of three, two of whom must be teachers, and the third the State superintendent.

Modifications were from time to time being made in the studies pursued in the common schools. In the year just named the metric system was recommended by the superintendent, though it had already been taught in some of the schools of the State. The belief was entertained by some that a law should be passed making such study compulsory.

In 1874 the number of children of legal school age was 89,541. Four years later the number was reported as 92,831. This was the last enumeration by district clerks, the law requiring it having been repealed. By the United States census of 1880 the number of children of school age was given at 99,463. The whole number enrolled in the schools for the year 1883–84 was 72,744. In only three years has the number been larger, viz, in 1879, 1880, and 1882. The number attending private schools during 1883–84 was 8,004, making the whole number in school over 80,000, and leaving a balance of those who did not attend school of over 18,000. This was certainly a very large number to grow up without school privileges, especially when the schools were free to all who chose to enter them.

The number of schools at this time was 2,550, and the average daily attendance was 47,607. There were employed 540 male teachers and 3,723 female teachers, or 4,263 in all. Of this number 521 had attended one of the normal schools. The average weekly wages of male teachers was \$8.58, and of female teachers \$5. This was a slight increase over former years.

In 1884 in 27 towns there were graded schools of four or more departments, supporting not less than thirty weeks of school, most of them, in fact, supporting schools for a longer period. Four of these schools were combined with academies. Six towns in addition to those named had graded schools of three departments, with prescribed

courses of study. In these graded schools there were enrolled during the year 13,631 pupils, of whom 1,969 were in the high schools. Of high-school pupils 541 studied Latin, 80 Greek, and 160 French or German. Of the 148 graduates of that year 39 were fitted for college. This, of course, did not include those in the academies and other preparatory schools, of which there were a sufficient number to accommodate all who sought to secure a secondary course of instruction.

It was found that nearly six-sevenths of the whole number of pupils were in ungraded schools. In 1884 all towns having the district system were required to vote upon the question of abolishing the district system and adopting the town system. Previous to that 34 towns had voted in favor of the town system and adopted it. This question of the town versus the district system was also for a long time agitated, both in New Hampshire and in Massachusetts, and in both States the town system was adopted.

From the date above named 24 weeks instead of 20 became the legal school year. As a result the average length of schools increased from 126 days in 1884-85 to 136 in the year following. But still the average number of days' attendance for each scholar enrolled was only 88; that is, 48 days were lost by irregular attendance. Two years later the average number of days for each pupil had increased to 92.

During 1885-86 of the teachers of the State 534 had attended a Vermont normal school, and 407 of this number were graduates from normal schools either in Vermont or in other States. The wages of teachers remained very nearly the same as they had been for a number of years before, though the school funds were increased by the income from the Huntington fund (amounting to \$10,000) and from other sources. The income for school purposes, including taxes, was for the year 1885-86 \$621,370.29. The total amount expended, though not including supervision (usually about \$10,000 a year), was during the same year \$588,137.67. Two years later the expenditures had increased more than \$50,000.

The number of graded and high schools was each year increasing. In 1887-88 there were 47 of these schools, with an attendance in all grades of 14,647, of which number 2,367 were in the high schools. Of these pupils 145 were studying Greek, 688 Latin, and 146 French or German. The graduates from the high schools during the year named numbered 232, and of these 58 were intending to enter college. These schools were the best of the public schools of the State, and as a whole were constantly improving. But in this same year the enrollment in the common schools shows a falling off of nearly 3,000 pupils from the figures of the preceding year, and, moreover, was smaller than that reported for any year during the preceding decade.

A few years previous to this the question of introducing temperance

instruction into the schools had been agitated, and through the efforts of the Woman's Christian Temperance Union a law was enacted by the legislature, making the study of elementary physiology and hygiene, which should give special prominence to the known effects of stimulants and narcotics upon the human system, a part of the common-school course of instruction. This was done in maintenance of the principle that the most important part of education is to form character by inculcating correct ideas of conduct and the formation of good habits.

In 1886 the legislature provided that text-books on the nature of alcoholic drinks and narcotics should be furnished at the expense of the State; and a committee was appointed by the governor to select the books and make the necessary regulations for their distribution. The law required that instruction on this subject should be given "to all pupils in all public schools of the State."

As shown by the records of the secretary of state, between January 1, 1887, and May 31, 1888, there were furnished to the town superintendents of Vermont 75,779 copies of such text-books upon temperance as the committee had selected at a cost to the State of \$25,554.48.

In 1886 an act had been passed by the legislature "appointing a committee of three to revise, redraft, and, so far as necessary, to draft a new educational bill, so as to increase the efficiency and improve the public schools of the State." The governor appointed as this committee Judge Loveland Munson, President Ezra Brainerd, and Prof. S. W. Landon. The bill which they prepared was reported at the next biennial session and adopted by the legislature with little alteration.

The legislature of 1888 made radical changes in the school laws of Vermont, the most important being the change from town to county superintendency, thus placing the State in harmony with the usage in nearly all the States of the American Union. The new system went into effect July 1, 1889, at which date the school year was to open, and though it at first met with more or less opposition from those who did not fully understand its beneficent provisions, it was at once popular with the better class of teachers. Indeed, the most marked effect of the new law is seen in the changes wrought in the teaching force of the State. Where previously very few had taken any educational journal, to-day "it would be difficult to find any good teacher who is not either taking one or more educational papers or journals, or studying some work on the science of teaching or some kindred work. They have come to the conclusion that if they would be successful teachers they must prepare for the work and keep abreast of the times, or fall out of the ranks." The law has demonstrated its ability to put new life and vigor into the school system—both school officers and all interested being found working together with a good degree of harmony and an ambition to improve the condition of the schools. Its

results, already apparent, may be summarized as follows: School affairs are now more thoroughly discussed; a spirit has been awakened in many towns favoring the repairing of school buildings and furnishing them with modern school appliances; regularity in attendance of pupils has improved; teachers have been more adequately paid for their services, and in return they have made better preparation for each day's work and have sought to improve themselves by educational papers, books, and helps with a zeal that is encouraging and commendable. An impetus has also been given to the teaching of music, drawing, and phonics, and especially to the last named, to the study of which it was said that in the year preceding the last school report nearly all the teachers in one county had devoted much time.

To hold a teacher's certificate means more than ever before. It is granted by the county examiner upon passing a public examination, and is of three grades, the third grade granting authority to teach for one year only. The examiners are also empowered to grant licenses or permits to keep or teach a particular school for one term. These are granted to applicants who attended the public examinations, and also to those who attended private examinations under section 56 of the school laws. There is said to be at present a scarcity of teachers by reason of the more stringent system of examination. Yet fortunately, in consequence of the greater demand and the better wages offered, a considerable number of first-class teachers who had temporarily withdrawn from service have returned to active work.

As an indication of the advance in wages over former reports, Newbury (which paid the highest wages in Orange County in 1889-90) paid an average per week of \$17.61 for male teachers and of \$8.81 for female teachers.

The legislature of 1890 abolished the offices of county supervisor and county board of education, established by the school law of 1888, and restored the office of town superintendent. The provision of the law of 1888 reducing the school age to 18 years was repealed, and the school age is now, as formerly, from 5 to 20 years.

The State superintendent and governor are required to appoint an examiner in each county, whose duty it is to hold examinations in the spring and autumn of each year and also conduct teachers' institutes. No teacher, except the principal of the highest department of a graded school, is allowed to teach without a certificate or permit. The other provisions of the school law of 1888 remain unchanged.

Doubtless many improvements are still needed in order to make the system most efficient. Among other things should be better school-houses in many sections of the State, with more modern apparatus and other essential helps to the teacher. The district system, which still largely predominates, should be abolished, and the town system established in its stead. Probably the most difficult problem to be solved

is the maintenance of suitable schools in the sparsely settled districts. This is already receiving the attention of the best friends of education in the State.

The fortieth annual meeting of the State Teachers' Association was held in St. Albans in October, 1889. Many valuable papers were read and many earnest and able discussions upon educational topics took place. In the several towns throughout the State more than fifty teachers' associations had been formed during the year.

Besides the teachers' institutes held in each county, many educational meetings had been held from time to time at different points. In some of the counties as many as four of these meetings were reported for the year.

In the spring of 1890 a schoolmasters' club was formed at Burlington. Its object is "to increase interest and proficiency in the work of secondary schools and to bring the members of this club into closer relations of mutual helpfulness."

SCHOOL STATISTICS.

Summary of school statistics for the school year ending June 30, 1890.

Number of school districts	2, 276
Number of public schools	2, 483
Average number of school days per year	136
Number of pupils between 5 and 18 years of age enrolled in the public schools	65, 608
Average daily attendance	45, 887
Number of pupils attending private schools	2, 305
Number of pupils attending parochial schools	3, 920
Number of male teachers	528
Number of female teachers	3, 872
Number of teachers who had attended a Vermont normal school	661
Number of teachers, graduates of normal schools	446
Average wages per week of male teachers	\$9. 60
Average wages per week of female teachers	\$6. 10
Number of schools having not more than 6 pupils	141
Number of schools having more than 6 and not more than 12 pupils ...	451
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Amount raised by town taxes for school purposes	\$167, 257. 32
Amount raised by district taxes	456, 396. 09
Amount received from land rents	14, 821. 25
Amount received from all other sources	74, 514. 11
<hr/>	
Total revenue for schools	\$712, 988. 77
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Amount paid for teachers' wages	\$525, 540. 89
Amount paid for fuel	35, 976. 00
Amount paid for repairs	35, 403. 80
Amount paid for new buildings	37, 764. 92
Amount paid for incidentals	45, 188. 28
Amount paid for new furniture	10, 042. 91

Appropriations to normal schools.....	\$9,648.00
Expenses of office of State superintendent.....	3,910.82
Expenses of county supervision	15,299.16
Cost of temperance text-books.....	1,944.50
Expenses of normal school examiners	67.43
To institutes, educational meetings, etc	1,142.27
Total expenditures for the year.....	721,928.98

In 1890 there were 46 schools that reported statistics as graded schools. They had an enrollment of 15,644 pupils, or about one-quarter of all who had enrolled in the State, and were taught by 53 male teachers and 311 female teachers. In the high-school department (that is, the upper department of the graded schools) there were 2,432 pupils, of whom 122 were studying Greek, 737 Latin, and 209 French or German. From the same there were graduated 216 pupils, of whom 60 intended to enter college.

During the school year 1889-90 the average rate of district taxes for schools of 30 or more weeks was but 28.9 per cent of the "grand list"; for schools kept but 24 weeks it was 33 per cent, and for schools in smaller localities the average rate for 24 weeks went as high as 49 per cent. The average length of schools in the State was 27.2 weeks. Of the children of school age 23,655 attended schools of only 24 weeks' duration, and 36,246 were in school during the year 30 and 36 weeks; 5,000 to 6,000 more were in schools of 26 and 28 weeks' duration.

The legislature of 1890 enacted that a State tax of 5 cents on each \$100 of the grand list should be levied annually and the proceeds apportioned to the towns and cities according to the number of legal schools sustained during the preceding year.

It is evident that some method should be devised to make the tax equal in all schools where legal studies are taught.

The new school law provides that—

When a district actually expends in any school year in the maintenance of a legal public school (for not more than 24 weeks), other than in the construction and repair of buildings, a sum greater than the amount of its school moneys for that year and one-third of its grand list, it shall receive from the town one-half of such excess, provided such expenditure be reasonable.

In his report for 1890 the State superintendent recommends: "First, a State tax to equalize taxation among the towns; second, the town system to equalize taxation among the districts, and, third, a combination of several hundred of the smaller districts." Under the law then in force, whether district be compared with district, town with town, or county with county, the same inequality of taxation runs through the entire system; and yet the school system is a State system, and the State has supervision over it.

HISTORY OF THE VERMONT SCHOOL FUND.

As early as the year 1825 the general assembly laid the foundation for this fund by granting to the several towns in the State, "for the benefit of common schools, the amount of the avails accrued and thereafter to accrue to the State from the Vermont State Bank, and also the amount of State funds accruing from the 6 per cent on the net profits of the banks received and to be received, and the amount received and to be received from licenses to peddlers." It was provided that "said funds, with annually accruing interest, should be invested in approved bank stocks or other productive securities and should not be appropriated to the use of schools until the amount should increase to a sum whose annual interest should be adequate to defray the expenses of keeping a good, free, common school in each district in the State for the period of two months annually."

The State treasurer was constituted a commissioner for the management of the funds, and from time to time as it accrued he invested the same until the year 1833, when by legislative enactment further loans were prohibited and he was directed to hold the same in the State treasury as it should accrue, keep an account of it, and annually charge the interest on the same to the State, which money, as the legislature happily phrased it, should "be considered as borrowed from the fund." The treasurer, moreover, was directed "to pay out of such fund to meet any appropriations which should be made." In other words, the State borrowed the school fund and appropriated it to meet its own miscellaneous expenses.

In this condition the fund remained until the year 1845, when it had reached the sum of about \$235,000. If it had been allowed to accrue until 1890 at compound interest, it would have reached a sum the interest of which would support a common school in each district in the State for two months annually; but the State was in debt to this fund to the amount of \$224,000. An easy way to cancel this debt was to appropriate the fund to its payment. This was done by the general assembly of 1845.

Besides this fund Vermont received, in 1836, on deposit, as has been already stated, \$669,086.79 as its share of the surplus revenue divided and loaned to the several States by the National Government. The general assembly enacted that the money should be apportioned to the several towns in proportion to the population, as shown by the census of 1830. It required each town to elect trustees, who should invest and care for its share of the fund so received and make return of the whole or any portion of it to the State treasury whenever called for by the treasurer, upon the requisition of the United States, or when desired for the purpose of a new apportionment. The interest of the money thus loaned to the towns was to be used for the support and

advancement of common schools, except only in such towns as had other funds sufficient to support schools for six months of each year. In such case the income might be devoted to some other purpose. In the event of the failure of any town to comply with the provisions of the law relative to the disposition of this fund, the State required it to forfeit to the treasurer of the county a sum not exceeding twice the amount of the interest upon its share of the fund. The towns still enjoy the benefits of this fund, subject to the same provisions.

In thus tracing very briefly the history of common-school education in Vermont it will be seen that the State, in the interest it takes in the intelligent training of her youth and their preparation for future citizenship, compares not unfavorably with her sister States of New England. Though not blessed with so great wealth as many of the other States, the constant advance from those early beginnings of more than a century ago, and especially the rapid development in resources, methods, and appliances since the reawakening of the people in 1856, furnishes occasion for great gratitude for the work already accomplished and gives a reasonable assurance of still better results in the future.

CHAPTER II.

SECONDARY EDUCATION.

THE EARLY VERMONT ACADEMIES AND COUNTY GRAMMAR SCHOOLS.

By JOSEPH A. DEBOER.

It has been suggested by the historian Froude that a writer on past events performs his duty in a general way by placing before his readers the facts relating to the subject considered. This can not be done in regard to the early academies of Vermont. Indeed, not only have the facts in this case not been brought together in any one place, but all are not even obtainable, and what may still be saved from a rapidly settling oblivion can be had only through an expenditure of much energy, time, and means. In the gazetteers of Thompson and Hemmenway, and in individual town histories, of which few have been published, the stories of some, but not all secondary schools have been written; but the accounts are in general meager and, it must be feared, not infrequently erroneous. The Vermont histories of Dr. Samuel Williams and Ira Allen printed, respectively, in 1794 and 1798, and the descriptive letters of Dr. John Andrew Graham to the Duke of Montrose, published in 1797, are practically silent on this subject. The reports of State superintendents of education, coming as they did very late in the present century, devote but little space to the academies of the State. They deal almost entirely with the elementary schools. Even the records of the secretaries of boards of trustees supply scant material for an account of much size. These latter throw, it is true, some light upon the subjects of disbursements and receipts, election of trustees and officers, ways and means of raising money, rules and regulations; but so far as falls under observation, the teacher and the pupil have but little share in these records. In one instance, that of the Montpelier Academy, since 1813 continued as the Washington County Grammar School, we have records covering a period of over eighty years, but nowhere in them is mention made by name of a single principal or preceptor, excepting two or three who in after years were transferred to the board of trustees. Newspapers, old Vermont registers, catalogues, reports, programmes, manuscript relics, conversations with surviving citizens of the earlier years, all these may be drawn upon for bits of varied information. In the absence of a system-

atic protection of school records, this work will be found extremely difficult and tedious; for the labor of discovery must be increased by that of verification and construction, and when all is done, much of importance in relation to classes, number of graduates, modes of instruction, and actual influence of teachers and officers will doubtless be omitted.

Now, this apparent dearth of published material is the more remarkable because of the intense and early interest in education exhibited by Vermonters; also, because, considering its wealth and education, there have existed and perished in this State since 1780 a very large number of secondary schools. The absence, however, of a well-organized State supervision during all these years, the very rapidly succeeding changes in preceptors, lack of interest and means, an early destruction of some schools, and a failure to appreciate records in others are doubtless satisfactory explanations of this fact. It likewise tends to the suspicion that these schools may possibly have been of slight public importance. The reverse of this latter position could be easily maintained by him who will take the trouble to read over the biographies given in the Vermont legislative directories, of officers under the Government and the State; the catalogue of graduates from the early academies there obtainable, would of itself prove the great worth to the State of these little, but highly honorable institutions, with their useful but many times pathetic history. A complete history of education in Vermont, when written, will prove to be as remarkable as its military, political, and civil history; remarkable in its having been coexistent with the first settlement, in the fact of its having received State support from a people not at all sure at that time of the stability of their government; and remarkable in the devotion, self-sacrifice, and efforts of teachers, officers, and pupils who have constantly displayed those virtues which, as Ira Allen expressed it when referring to the object of their early education, made "good men rather than great scholars."

The first academy, Clio Hall at Bennington, was incorporated November 3, 1780. In order properly to understand the nature of the conditions under which after that date these secondary schools arose and operated, it will be necessary to grasp by a brief survey the training to which as a people Vermonters were subject from the settlement of Fort Dummer in 1724 up to their admission as a State in 1791. In that training, in their having long been a distinctively moral people, and in the conditions affecting increase and distribution of population lie the main facts that aid us in understanding both the history and existing condition of education in this State.

Fort Dummer was a mere military, missionary trading station up to the close of the first French and Indian war, in 1749. It was maintained, as it was established, by physical energy. There had not

grown in these regions, during those twenty-five years, any other fort or settlement, or if any settlements had been attempted during that period they had no existence at its close. The second French and Indian war, 1749-1756, did this State the service of disclosing to the soldiers who marched across its lands their beauty, value, and fertility. *The first township grant had been made January 3, 1749, by the New Hampshire governor, Benning Wentworth, but an organization under this grant was not made until March 31, 1762. After this date grants were obtained in large numbers from the same source, and settlements were rapidly pushed, particularly in the southern part of the State. But while the people were busying themselves with the making of farms, roads, and homes, and all things promised rapid growth in wealth and population, an unfortunate barrier was placed in their way by the State of New York. December 28, 1763, that State set up the claim of jurisdiction over all lands reaching eastward to the Connecticut River, basing said jurisdiction upon a grant made in 1664 by Charles II to the Duke of York. The King and council confirmed this boundary July 20, 1764, and New York at once ordered the settlers to give up their charters and to repurchase their lands under grants from that State. About 138 township grants were involved. The settlers were ready to admit the transference of jurisdiction, but denied to the King's order a retrospective action upon titles already obtained. The writs of ejectment, duly stamped with the "birch seal," and returnable to the supreme court at Albany, were not recognized. The officers sent from Albany to serve them were returned in their stead. For ten years the people resisted, through a series of most energetic and interesting measures, the State of New York. It was the period of Ethan Allen, Seth Warner, and the Green Mountain Boys. The local incidents of that time are well and truthfully described by D. P. Thompson in his novel by that name. Its story has become household property in Vermont, teaching our sons and daughters to love their firesides only less dearly than their country, and reminding them that in this school of strife their forefathers learned lessons of endurance, self-sacrifice, courage, independence, and economy. Others observe that there was sown in these former and subsequent years of adversity and conflict that deep-rooted opposition to centralization of power which in all things, but in none more than in educational matters, has always characterized the people of Vermont. The agrarian difficulties were in a degree checked by the advent of the Revolution, all the dangers, honors, and costs of which Vermonters honorably shared. General Burgoyne wrote to Lord George Germaine at this time:

The district of the New Hampshire grants, a wilderness little known in the last war, now abounds with the most active, rebellious, hardy race of men on the continent, who hang, like a gathering storm, ready to burst on my left.

Ticonderoga, Lake Champlain, Hubbarton, and Bennington sustain this opinion.

From Fort Dumner to the admission to Statehood, March 4, 1791, is sixty-seven years. During that time Vermonters laid the foundations of their subsequent civil history. During that period they made dwelling places in virgin forests, endured the hostility of the Indians, aided in prosecuting the two French and Indian wars, sustained for more than ten years the governmental hostility of New York, took part in the protracted struggles of the Revolution, appealed to Congress for an honorable admission; in short, from first to last labored and lived amid as many dangers to life and property and obstacles to peaceful growth as in this country have ever attended a rising State.

This long-drawn experience, so dearly bought and held, produced a people of true and solid characteristics, earnest, manly, economical, independent, and true. To know the origin of a special people is essential to an understanding of the story of their education. It affected their views of the rights to school supervision within the district; it was responsible, doubtless, for the failure of the county grammar school as a public scheme. It probably impaired, in some degree, the future usefulness of their colleges; it largely explains the multiplicity of academies over territories too thinly populated to properly support them, but, in exchange for all this, it put quality into character, solidity into thought, and earnestness into life. The early Vermont men were identities, nor was identity lost in their training. Their originality remained intact; their progress was by individuals, not by classes. Their history gave them a character, and their character so colored their early schools as to make them a special phase of New England life. No other schools have done or could have done the peculiar work of these early academies.

The character of a people's schools is also in a measure determined by their interest in them, by their numbers, and their wealth. Vermont, when admitted in 1791, had, according to that year's census, a population of 85,539, of whom, according to Dr. Samuel Williams, 22,328 were males under 16. Mr. Edward Conant, a careful student, declares that the State at this time had 185 towns, of which 23 had each more than 1,000 inhabitants, and each of 100 had more than 300 inhabitants. The increase in population, according to the census of the United States, is shown from the following figures: 1791, 85,539; 1800, 154,465; 1810, 217,895; 1820, 235,966; 1830, 280,652; 1840, 291,948; 1850, 314,120. The population, in view of its distribution and the lack of easy transportation, was at no time sufficient to warrant the existence of numerous academies, or, if this does not follow, it was not able to maintain them at a high standard of interest and efficiency, taken as a whole. Many of the academies, halls, seminaries, grammar schools, or societies remained small; or if enlarged, as they often were, by

primary and intermediate departments, they lost in efficiency of organization and direction, but at all times none the less retained that special and valuable characteristic of identity. Scholarship was original, if not profound. Boys grew into thinking men, if not great scholars. The schools did beyond the means of doing and do so now.

It should also be noticed, with the aid of the historian, Dr. Williams, that town representation to the legislature of 1781 was limited to 63. In 1791 there were 126 towns represented, and in 1806, 187. By 1802 11 counties had been incorporated, all of which tends to show a very rapid and solid growth of governmental power in the State. The actual wealth of the people during these early decades can hardly be predicated as an item of fact, but there are lists of ratable property mentioned as follows: 1781, £149,541 17s. 6d.; 1791, £324,796 18s. 9d.; 1806, \$2,738,532. As, however, the legislature by act established the value of capital articles—say an ox at £3 if 4 years old, a horse 1 year old at 20 shillings, 2 years old 40 shillings, etc.—the above list should probably be doubled for an approximate real valuation. In fact, the figures suggest the absence of preponderating wealth and a people dependent upon effort and a fruitful land. And this was so. Their woods were much in excess of their cleared lands; their roads were poor; their chief conveyance the horse, later the coach; their homes were rude, but comfortable. Graham speaks, indeed, of Tichenor's polished mantelpieces in his homestead at Bennington, but assures us, and in a way as if the fact were strange, that that gentleman had declared to him that the work had mainly been wrought with his own hands. Tichenor afterwards became governor of Vermont. In general, there were few or no public buildings in the towns; if any, a schoolhouse or a church, taxes being levied for the support of both. Judge Munson, of the State supreme court, a graduate of Burr and Burton Seminary, suggests the whole picture when he writes of early Manchester. "Their tables boasted no luxuries save those supplied from their gardens, their streams, and their woods." But, on the other hand, say Carpenter and Arthur:

Their government proceeds as gently and with as much benefit to the people as that of any State on the continent. The laws were few and simple and well administered. Taxes were light and the salaries of State officers were on a more frugal scale than in any other public community in the world.

Graham in his graphic correspondence gives the total State government expense from October 1, 1791, to October 1, 1792, as £3,219 9s. 9d., and Ira Allen finds that each person in that year "paid only 6 pence 3 farthings to government for protection to his person, liberty, and property." Now, in these facts again, in the absence of wealth, in the enforced economical habits of the people, in the apparent and actual failure to recognize a high order of intellectual service with proper pay, in an inability to create endowments for their secondary

schools, in the consequent failure to command the services of educators for any length of time, herein also, as before in the distribution and loss of population, may be seen a reason for the disintegration of so many of these early schools.

A further element of great weight in the rise, progress, and character of the early academies was the inspiration, aid, and direction which they received from religious bodies and the clergy of all denominations. This especially commends itself to the student as a matter of importance because of the early cooperation afforded by the State and because of the mutual good understanding existing between the various denominations themselves. The people were persuaded that "the government had nothing to do with their particular and distinguishing tenets." They aimed at equality under the law in this respect, not merely toleration, and excluded by constitutional enactment any legal preeminence to any class. So fully established was this principle of religious liberty and so sincere was their recognition of the worth of solemn instruction that instance upon instance may be cited wherein towns, acting in their corporate capacity, laid and collected taxes for the erection of churches and for the support of their clergy. They elected also, at their meetings in March, "tithing men" to serve as orderlies about places of public worship and also other men to serve as choristers. Mr. Edward Conant, already quoted, states that prior to the close of 1791 "there were 46 organized Congregational churches, 35 Baptist, 8 Episcopalian, and a few Quaker churches." Twenty years later the Congregationalists had more than 100 churches. The Baptists had doubled their sphere of operation, Presbyterians had taken ground, Methodists were rapidly increasing, and Universalists, Free Baptists, and Christians were in the State. These twenty years were characterized by an unusual amount of religious and educational activity. Indeed, a student of the times would be impressed with the idea that this was a period of reaction. The people were now making progress in the arts of peace. The need and the desire of moral and intellectual improvement was felt, not by a few, but by all. Middlebury College and the University of Vermont, respectively incorporated in 1800 and 1791, had by 1812 together graduated 166 students. The legislature had incorporated previous to this year 23 secondary schools and 3 medical societies, while 15 newspapers were being published in the State. The aid to academies from religious bodies was threefold in character—actual subscription of funds for their support; direction, through the services of clergymen upon boards of trustees; instruction, through clergymen devoting time and energy to that pursuit. Religious societies and individuals identified therewith not alone created and maintained schools of their own, as did the Methodists at Poultney, the Baptists at Ludlow, the Episcopalians subsequently at Burlington, but they cordially extended to the public grammar schools an assistance

the worth of which can not be overestimated. Prominent in all lists of academical incorporators stand the clergy. By almost common consent the resident clergymen were made trustees of county grammar schools. In Montpelier 26 out of 81 trustees who have thus far served the Washington County Grammar School have been clergymen. The moral support, the direction of intellectual activity, the maintenance of proper standards of education thus derived have been great factors in giving force to these early schools.

But the sentiment of Vermonters in relation to schools, academies, and colleges should be recognized in this connection. How did they view this question? What scheme of public education did they set up? The answer is not uncertain. Prior to 1780 there was a limit, both of kind and quality, to education. The rule of three was the usual limit in mathematics; grammar was not then taught, and the same is still to an extent true; and there was but little reading. Ira Allen sums up the situation in his published history of 1798 as follows: "The first settlers," meaning a date not earlier than 1765, "labored under great disadvantages in educating their children for want of proper schools, yet, nevertheless, care was taken to instruct them to read and write in the English language, and so much of arithmetic as to do any common business and keep small accounts. There is scarcely a man in the State who can not do this, or a female who can not read or write. These difficulties have in a great measure subsided, except in the new districts." This testimony, however, tends to show that arithmetic was thought to be more essential to a boy's education than a girl's, and Mr. Hollister in his history of Pawlet confirms this view. Now, if Ira Allen's statement be true, and it probably was, then it follows that the district school was being rapidly developed, and that a proper basis on which to organize academies and other schools of secondary instruction was being formed. The State library possesses the original Green Mountain Boys' petitions, sent in 1767 to George III. These papers are subscribed to in the handwriting of the petitioners. The first petition carries 180 names, but of these there is ground for holding that 68 could not write, for these latter names, all in the same hand, are preceded by the statement, "The following is a list of the inhabitants of Pownall, who are all on the spot."

Graham, who writes in detail more than Allen or Williams, concedes to Bennington "a small academy and several day schools." This academy was Clio Hall, the oldest and first chartered academy in the State. Manchester is reported "as having several day schools for educating children." Dorset has "three schools to a population of 1,100." Rupert, population of 1,200, and Brattleboro "have schools for youth." These are, so far as I have found, the only references to schools made by Graham, who wrote toward the close of the century. The town court-houses and jails were good, but schools and churches were as yet deficient. But the State government had from the first

taken an active interest in the matter and a right view of its importance. The Wentworth grants, all before 1765 and about 138 in number, had set aside one site of about 340 acres for school purposes. The Vermont grants reserved a like right, but added a second for the use of county grammar schools.

In October, 1782, the first general school law was passed, but the grammar school or county academy project was never carried out under this law. As a part of a system the district school, the county academy, and the State university had been suggested in the first constitution. Again, in 1875, in the second constitution the idea is repeated, but with this difference: "One or more grammar schools should be incorporated and properly supported in each county in this State." From the elementary conditions, thus imperfectly described, it may be surmised that Vermonters, at the commencement of the nineteenth century, were prepared to push a good deal of substantial character over rather poorly prepared roads into grammar schools, academies, and seminaries, all of which were destined to be hampered by the want of means for their adequate support. The surprising fact is not that there were academies in those early years, but that they were so numerous; not that many have perished, but that so many have survived; not that their work in some cases was moderate and deficient, but that, in most cases, it was so thorough and far-reaching in its influence.

Though Vermont made no absolute requirement of its people by the law of 1782, public opinion early recognized the directive power of the State. It took, however, many years for the establishment of the doctrine that the grand lists should be the basis upon which to provide for the support of schools, and that in general the people were impressed with a sense of personal obligation to look after and provide for, in their own way, the education of their children. Secondary education, therefore, became very generally, though not always, a matter of private concern. The statesmen of those times fully appreciated the reciprocal dependence of the secondary school upon the district school and the college. To them credit must be given for thus outlining a broad, liberal, and correct scheme of public education. But this design was but partially carried out, because of local conditions resulting from environment, and the mistake of delegating public secondary education to the county, a unit lacking political vitality. The academy or secondary school, accordingly, mainly owed its creation, maintenance, and progress to the labor, the patience, the self-sacrifice, and the indomitable energy of the leading public men and philanthropists in the different communities. A few such men, impressed with a sense of responsibility for the education of the children in their neighborhood, would gather together in a meeting, duly warned, and after much discussion would pass a resolution to the effect that they were of opinion that an academy should be located in their town. This resolution was

of course followed by a second, looking toward the appointment of a committee on solicitation of subscriptions and the selection of such committee. This committee would accept, as suitable to the end in view, pledges of money, of material, or of labor. A second meeting, warned for the purpose of receiving this report, would direct the appointment of a further committee on building, and so, through committees, by personal solicitations, by direct sacrifice of themselves, by their means and their abilities, aided by an anxious and willing people, there would finally arise a building humble in proportions, poorly equipped, but destined to do its allotted work in education. The process of creation was not dissimilar in the case of denominational schools. The next step, as a rule, was the appointment of a preceptor and the opening of the school. As soon as practicable an act of incorporation was secured and a corporation organized under its provisions. The lists of academical trustees are hard to obtain and would, in any event, prove but dry reading; yet among them there would be found the names of all those who from the earliest days of Vermont to the present time have attained to an honorable position in the walks of private and public life. The activity and interest of the trustees kept alive many an academy which would otherwise have soon perished from the lack of funds, from the constant changes in teachers, and from local causes. At the same time it was true that these academies, though thus organized and though supported almost wholly by tuition fees, were, with the exceptions of purely church schools, practically public institutions. It happened, as in the case of the Randolph and Montpelier academies, that the public lands, granted to county schools by the State, proved too attractive to remain unappropriated. On application, therefore, the legislature revoked their charters as academies and rechartered them as county grammar schools. In the case of the Chittenden County Grammar School, incorporated November 3, 1801, we have an interesting illustration of another matter. A building was first erected by private enterprise, and thereafter an act of incorporation was secured. The trustees, not yet having opened their building as a school, applied to the town of Waterbury, in which the school stood, for support. The refusal of the people to aid the project caused its immediate abandonment, and the building was moved across the street and converted into a hotel. Montpelier twelve years later secured the county school for this section, first known as the Jefferson County Grammar School, but afterwards and still known as the Washington County Grammar School. As marking a high objective in public education, the county grammar school of Vermont will always be an interesting study; but, even apart from this, they deserve notice for having done a vast amount of good work with little means, and because, in most cases, they were started as private academies and, with no exception so far as known, does any now exist save as a normal school or as the high school of a village graded

system. The Orange County Grammar School began as the Randolph Academy as far back as 1800, was made a grammar school in 1805, and in 1866 became a normal school by the action of its trustees. The so-called Gambrel-roof schoolhouse was established by the people of Castleton in 1786. In 1787 it was incorporated as the Rutland County Grammar School and so continued until its conversion into a normal school in 1867. This is the oldest chartered institution existing in the State. So, too, the Johnson Normal School, established February 26, 1867, had in 1836 been incorporated as the Lamoille County Grammar School, but previous to that it had served the town of Johnson as an academy. On the other hand, it is to be observed that not only did the early academies, in some cases, lay the foundation for the normal school system of Vermont, but superintendents of education have at all times stood ready to acknowledge their service as the chief and almost only supply of teachers for the district schools. In this respect the "reciprocal dependence" has mainly worked to the advantage of the common schools. But more than this is due to these little academies. They became in the evolution of the present State system the means of establishing with the least friction and with evidently favorable consequences a reasonably good graded system of schools in many towns. An act looking toward this end was not passed until 1841, and it was not until 1844 that complete provision for the establishment of a graded system, including primary, intermediate, grammar school, and high school work, was made. As the effect of these acts the superintendent of education, Edward Conant, was enabled to report in 1876 that the following academies and county grammar schools had become associated with the graded systems of their respective towns: Barton Academy, Bradford Academy, Phillips Academy at Danville, Hardwick Academy, Lamoille Central Academy at Hyde Park, Black River Academy at Ludlow, Addison County Grammar School at Middlebury, Washington County Grammar School at Montpelier, The People's Academy at Morrisville, Newport Academy, Northfield Academy, Franklin County Grammar School at St. Albans, St. Johnsbury Academy, and Swanton Academy. Like changes have been brought to pass at Burlington, Williston, Bellows Falls, Brandon, Woodstock, and elsewhere.

Upon the basis of the limited and, it is feared, uncertain data at hand, the conclusion seems warranted that in proportion as the number of persons on whom financial responsibility rested decreased (or rather in the degree of passage from a public to a strictly private origin of ways and means), in that degree the academies so founded and maintained prospered and grew. Pretty much all schools created by appeals to public support have been absorbed into the State system, or have wholly disappeared. Schools of a denominational character, like the Vermont Methodist Seminary, the Troy Conference Seminary, the Episcopal Institute, the Vermont Academy, the Lyndon Institute,

etc., have, though at times hard pressed for funds, performed an important work, and are to-day active, prosperous, and well attended. But the academy which, of all others, has constantly stood forth as the most progressive, most prosperous, best attended, and for college preparatory work, the most successful institution in the State, is the St. Johnsbury Academy. There are many reasons, perhaps, why this is so—a favoring location, a magnificent plant, very complete equipments, eminent instructors, and a careful selection of pupils; but all this in turn was born of that which in other academies was wanting—well-directed, ample, unrestricted private munificence. February 26, 1842, Jos. P. Fairbanks, esq., of St. Johnsbury, wrote to Prof. James K. Colby, the first preceptor of the academy:

The design of this institution has been formed by my brothers and myself, and if carried out will be done principally at our expense.

This fact, coupled with the peculiarly brilliant history of this academy and the mention of Professor Colby's name, recalls the objections made at odd times to the multiplicity of academies and their work.

At a meeting of the State Teachers' Association in 1858 there was introduced and referred to the executive committee of the association the following resolution:

Resolved, That our academies would more effectually serve the cause of education by insisting that all persons admitted as scholars shall have made definite acquisitions, and by ascertaining the fact by actual examinations.

Prof. J. K. Colby reported on the resolution at the meeting of 1859. His paper, printed in full on page 119 of the State superintendent's report for 1860, may be categorically summarized as follows:

(1) The State of Vermont, it is believed, has, in proportion to its wealth and population, more and better patronized academies than any other State with a common school system.

(2) Instead of the single grammar school originally contemplated, every village of size has its incorporated academy or its intermittent select school.

(3) These academies, as a rule, admit pupils at all ages and weaken the efficiency of their work by trying to cover the whole range of undercollegiate instruction.

(4) It is a fact that the academies are not in harmony with other institutions, either above or below them; that they ill adjust themselves to the State system, and that they tend to render the common schools in their neighborhood less valuable to the people.

(5) The attendance upon these academies is irregular and uncertain, rising in spring and fall and dropping again in winter, when large numbers of pupils return to the district school.

(6) Not only do the academies divert force and power from the common schools, but their own capacity for doing good work in the fundamental branches is by no means large. In 1860 four-fifths of these academies relied wholly upon tuition for their support.

(7) The character, also, of their teaching force is lamentably impoverished by the fact that their government is for the greater part under the guidance of collegiates who aim at one of the learned professions, and whose attention to their labors as schoolmen therefore lacks in objective and zeal.

Horace Eaton, Vermont's first state superintendent of schools, wrote in his report for 1849, page 19:

We do not here mean to imply that we would have our academies and high schools abolished, but we would drive them away from the comparatively humble grounds which our common schools ought to occupy for the benefit of all, and have them plant foundations on a loftier eminence whence they may shed a brighter and broader light over the plains below.

Mr. Eaton's successor, Supt. Chas. G. Burnham, on page 29 of the school report of 1851, gave utterance to similar views:

The academy can never fulfill its design until the common school is improved. It can never take the place of the common school, and those parents who take their children from the district school and send them to the academy generally misjudge. The teachers of the academies have too many classes in the advance studies to attend to elementary teaching.

November 18, 1856, an act creating a State board of education was approved. The first secretary of that board, Mr. J. S. Adams, of Burlington, one of the most successful educators the State ever had, a man who for eleven years labored to give the best guidance to public education and who wrote eleven of the thirty-one existing State reports upon education, also took up the cudgel in support of the common schools. On page 120, report of 1863, Mr. Adams expresses this opinion:

The public schools when fully improved would drive many of the private schools and academies—indeed, all of an inferior character from existence.

It will be interesting briefly to trace the references to secondary schools in the reports of Secretary Adams. In 1857, page 37, we find him lamenting "the constant change of teachers, very many of whom come from the academies;" and on page 71 he takes pleasure in reporting the establishment of "Union high schools at St. Johnsbury, Rutland, Burlington, St. Albans, Williston, and Montpelier," under the act advancing the interest of the union and graded system. In the report of 1860, page vi, he writes: "Districts could be named where select schools have been discontinued, and the children of the rich and poor attend together the same school under teachers fully competent to teach and train them all." The report of 1860, page 119, gives this statement:

From the statistical summary it appears that there were 69 academies in operation during at least some portion of the last year. It is difficult to believe that any necessity can exist for such a multitude of these higher institutions, and there is reason to fear that where so many academies do find even a precarious support it must be furnished at the expense of the institutions both above and below them.

As already stated, Secretary Adams expressed the hope that an improvement of the public schools would result in the extinction of many of the private schools and the academies. Secretary Adams was not an enemy of the academy, as such, but strongly opposed the continuance of a system of schools under which effective supervision could not be applied, which rendered the common schools inferior, which tended to keep down the ratio of attendance, and which, over all, served to dissipate and misapply both private and public funds, if not also the vast energies of large bodies of pupils and teachers. The objection to the academy was that "it had never been free." With equal cogency and force the argument was applied to the two colleges and one military school existing in the State, and on page 135, report of 1863, we find him saying: "And during all this time more Vermonters have graduated from Dartmouth, Cambridge, Amherst, Williams, Yale, and Union than from both these institutions together," referring to the Vermont University and Middlebury College. But these quotations, suggesting the academy as the supply of teachers for the common schools, crediting the academy as the source of instruction for the county, town, and State institutes, admitting large bodies of graduates from these academies as both entering and graduating from our best colleges, and practically admitting that the graded system of public schools, if at all prosperous, must get its start and maintenance in what these academies are and were—all these things may certainly be employed to mark the value of the early academies in the educational work of the State.

Passing over the reports of 1868-69, rendered by Secretary A. E. Rankin, and in which no mention is made of an academy, barring a few statistical summaries, we come to the report of 1870, prepared by Secretary J. H. French, up to date the fullest report in the series. On page 158 Mr. French calls attention to the fact that statistics had not been returned by academic institutions, although the law required such returns from trustees on or before the 1st day of April in each year. It also appears that the secretary was unable to find a list of the educational institutions in the State in the archives of his office, or the materials from which to prepare one. "In the month of September" (1870), he writes, "I issued a circular to town superintendents asking for the names of incorporated academies, principals, number of pupils and teachers employed last year" (1869-70). One hundred and eighty-five superintendents replied, and the opinion was expressed that, as the 56 towns not replying were small and located in sparsely settled sections of the State, every town having an academy had been heard from. The number of academies and their distribution by counties were as follows: Addison County, 3; Bennington County, 5; Caledonia County, 6; Chittenden County, 9; Essex County, 1; Franklin County, 7; Grand Isle County, 2; Lamville County 3; Orange County, 7; Orleans County, 12; Rutland County, 4; Washington County, 6; Windham County, 7; Windsor County, 5; total, 77; reporting an

attendance of 3,428 pupils. But 42 academies of this number made no returns. The estimated attendance upon all is placed at 6,000.

Since 1870 the superintendents of education have made biennial reports. In his report for 1872, page 266, Mr. French gives a list of 56 academies, but no other important notice of the subject is taken. In his report for 1874 Mr. French says on page 285:

Of the 87 schools of these classes in operation in the State the past year, reports were received from but 26.

It seems that the board of education had no official connection with these institutions and could not compel them to make returns. Subjoined is given an epitomized statement of all interesting facts that bear upon this subject. The returns are evidently uncertain and incomplete; but, so far as they go, it would seem that a quarter of a century ago the academic attendance was about 50 per cent of the general enrollment, the number of pupils pursuing common-school and higher English branches about evenly divided, and the number of pupils actually in school with a view to entering college was about 8 per cent of the total. This seems to demonstrate reasonably well the public rather than the private character of their work.

Statistics of twenty-six academic institutions for year ending March 31, 1874.

Name of institution.	Date of incorporation.	Number of teachers.	Pupils enrolled during year.	Average attendance during year.	In common English branches.	In higher English branches.	Preparing for college.
Alburt Springs Academy		2	54	29	35	19	
Barre Academy	1849	6	196	85	30	150	50
Barton Academy and Graded School	1870	4	47	25	24	16	1
Beeman Academy, New Haven	1869	5	88	50	22	66	12
Black River Academy, Ludlow		6	215	125	50	187	12
Bradford Academy and Union High School	1820	5	180	90	130	50	8
Brattleboro Academy		4					
Burr and Burton Seminary	1829	8	160	98	24	136	26
Derby Academy	1839	3	126		1		4
Essex Classical Institute	1869	3	88		80		4
Goddard Seminary	1863	12	173	80	58	50	13
Green Mountain Perkins Academy	1848	7	84	41	39	43	10
Londonderry Academy	1852	3	48	25	45	3	
Lyndon Literary and Biblical Institute	1867	4	143	70	62	77	14
North Bennington Graded School	1870	4	268	165	168	50	
Northfield Graded School	1870	3	135	62	55	65	8
Norwich Classical and English School	1867	5	111	52	49	40	8
Oak Grove Seminary, Pownal	1853	2	80	40	34	10	1
People's Academy and Graded School		4	282	110	43	159	7
Castleton Seminary	1787	10	117	75	96	28	9
Rutland Graded High School	1867	3	119	75	31	45	14
St. Albans Academy		2	33	23		33	4
St. Johnsbury Academy	1842	11	262	131	20	240	18
Springfield High School		3	112	73	60	52	4
Swanton Academy and Graded School	1862	7	300	163	250	28	4
Waterbury Graded School	1871	3	157	90	100	25	3
Total		129	3,578	1,777	1,506	1,572	234

Of the 129 teachers in these 26 academies 48 were males and 81 females, and 75 of them reported their intention to make teaching a profession. Thirty-six of these teachers had attended a college, and 15 a normal school. It is also to be noticed that with few exceptions

the principals of these institutions had had charge thereof for periods of less than two years. The exceptions were the following prominent educators: J. S. Spaulding, LL. D., had at this time seen twenty-two years of service as principal of the Barre Academy; Judah Dana, A. M., seven and one-half years as principal of the Rutland High School; Capt. A. E. Leavenworth, six years as principal of the Beeman Academy; Rev. R. G. Williams, five years principal of the Castleton Seminary. Of the 3,578 pupils enrolled 1,832 were males, 1,746 females, and 413 of these pupils were reported to be common-school teachers in attendance upon the academies. The subjects of study pursued during the preceding year are given on page 291 of the Educational Report for 1874. As a fair illustration the list of the People's Academy at Morrisville may be taken: "Common English, algebra, geometry, physiology, philosophy, physical geography, civil government, drawing, rhetoric, Latin, Greek, French, and music."

German was taught at the Black River Academy, Rutland High School, and St. Johnsbury. At the Burr and Burton Seminary painting and telegraphy were included in the course of studies, and at the Rutland County Grammar School Butler's Analogy and Paley's Natural Theology. In all the better class of schools the lists included, also, surveying, astronomy, history, botany, English literature, and mental and moral science.

Statistics of twenty-six academic institutions for the year ending March 31, 1874.

Name of institution.	Length of school term (weeks).	Number of terms in a year.	Tuition per year.			Number of volumes in library.	Total receipts for year, tuitions, etc.	Value of school buildings and grounds.
			Common English.	Higher English.	Languages.			
Alburl Springs Academy.....	22	2	\$11.00	.....	.....	.....	\$295.00	\$3,000.00
Barre Academy.....	40	3	25.00	\$28.00	.....	500	1,800.00	23,000.00
Barton Academy, etc.....	33	3	9.00	10.50	.....	.....	1,420.00	7,000.00
Beeman Academy, New Haven.....	40	3	24.00	27.00	\$30.00	6	1,785.20	2,000.00
Black River Academy, Ludlow.....	34	3	17.00	20.40	20.40	150	1,200.00	6,000.00
Bradford Academy, etc.....	40	3	18.00	21.00	24.00	1,106	1,112.00	2,000.00
Brattleboro Academy.....	.....	.....	.....	.....	.....	.....	8,000.00	8,000.00
Burr and Burton Seminary.....	40	3	18.00	24.00	.....	1,200	.....	15,000.00
Castleton Seminary.....	40	2	10.00	16.00	20.00	300	.....	40,000.00
Derby Academy.....	33	3	16.50	19.50	22.50	700	150.00	15,000.00
Essex Classical Institute.....	36	3	18.00	21.00	24.00	.....	.....	6,500.00
Goddard Seminary.....	40	4	20.00	26.00	28.00	525	.....	.....
Green Mountain Perkins Academy.....	35	3	16.50	19.50	21.00	350	1,370.00	2,000.00
Londonderry Academy.....	26	2	.....	.....	.....	175	.....	1,000.00
Lyndon Literary and Biblical Institute.....	39	3	21.00	22.50	24.00	.....	2,500.00	25,000.00
North Bennington Graded School.....	36	3	9.00	13.50	18.00	.....	1,870.00	12,000.00
Northfield Graded School.....	35	3	18.00	21.00	24.00	25	3,300.00	3,500.00
Norwich Classical and English School.....	39	3	18.00	21.00	27.00	20	1,400.00	3,000.00
Oak Grove Seminary.....	44	4	20.00	28.00	28.00	.....	.....	3,000.00
Peoples Academy, etc.....	33	3	15.00	{ 1.50 each.	{ Extra.	400	732.75	2,500.00
Rutland High School.....	39	3	18.00	21.00	24.00	1,500	5,957.75	8,000.00
St. Albans Academy.....	40	4	20.00	.....	.....	50	330.00	20,000.00
St. Johnsbury Academy.....	40	2	24.00	.....	Extra.	500	7,000.00	100,000.00
Springfield High School.....	36	3	15.00	.....	.....	.....	35.00	.....
Swanton Academy, etc.....	39	3	15.00	.....	.....	.....	2,250.00	.....
Waterbury Graded School.....	36	3	12.00	15.00	18.00	.....	1,700.00	.....
Total.....	.....	.....	.....	.....	.....	7,507	44,207.00	307,500.00

Of these twenty-six institutions, nine made no report in the matter of apparatus for illustrating the sciences, eight reported apparatus as being "fair," "very poor," or "barely tolerable." The apparatus of nine was said to be "good," as follows: Barre, Beeman, Black River, Burr and Burton, Essex, Goddard, Londonderry, Rutland, St. Johnsbury. The following academies reported cabinets of specimens: Barre, geology, 1,000; Beeman, geology and zoology, 300; Black River, geology and mineralogy, 125; Bradford, geology, 200; Burr and Burton, geology and zoology, 1,000; Northfield, unclassified, 500; Rutland County Grammar School, geology, 2,000; St. Johnsbury, mineralogy, 300; Springfield, unclassified, 1,000. Other statistical matters of interest were reported, but all are of only relative value in the absence of completeness and because of the evident estimated character of the returns. The total receipts, \$44,207, were derived, from tuition fees \$15,960, from all other sources \$28,247. The annual income from State funds was small: Barton, \$80; Bradford, \$90; Burr and Burton, \$72; North Bennington, \$332; Northfield, \$400. It is clear that the report in this matter is very imperfect. The annual income from permanent funds was as follows: Beeman, \$685.20; Bradford, \$212; Burr and Burton, \$1,500; Essex, \$600; Perkins Academy, \$700; Lyndon, \$150; Rutland County Grammar School, \$300; St. Albans Academy, \$250; total, \$4,397.20. The libraries of these academies, so far as reported, were given a value of \$4,810; the apparatus, \$5,050; the cabinets, \$1,600, and all other property, exclusive of grounds and buildings, \$13,600; total, \$25,060.

The following institutions were reported to be in debt in 1874: Barre Academy, \$2,000; Burr and Burton Seminary, \$1,250; Derby Academy, \$800; Goddard Seminary, \$10,000; Lyndon Institute, \$1,000; North Bennington Graded School, \$1,000; Rutland County Grammar School, \$8,000; total, \$24,050.

The reports of 1876, 1878, and 1880, made by Superintendent Edward Conant, "father of the Vermont normal schools," continue the statistical summaries instituted by Mr. French, but make no effort to renew the attempt of his predecessor in the matter of academic histories. To the incorporated academies of the State, past and present, and to the select schools, this tribute is paid on page 15, report of 1876:

The cause of education owes much to both classes of schools.

No special mention of academies other than in the statistical tables occurs in the four reports of Superintendent Justus Dartt or in the report of Superintendent Edwin Palmer for 1890. Mr. Dartt, however, page 8, report of 1882, directs attention to the fact that 70 academies had been reported as existing in the State in 1857; that since that period academies had given place to graded schools, a condition considered by him as a general improvement.

It is not at all likely that complete and reasonably correct statements of the attendance upon the State academies, or even the number of academies existing during any given year in the State, will ever be sought for or ascertained. When public officials, by the direction of statutory provisions, have sought to obtain this information and failed, it can scarcely be expected that private enterprise will succeed. But it is perhaps worth while to bring together in condensed form such information upon these subjects as the existing reports furnish. Nor is it likely that these figures will overstate the actual facts if they were known. Some of the larger and more fruitful schools can supply full and correct records, but these are more properly referred to special histories than to a general summary.

The estimated attendance upon academies and select schools in the report of 1847 is placed at 3,000; in that of 1848 at 2,940—that is 3 per cent of the estimated school population. This was probably an insufficient conclusion, as in 1857 the same item is reported as 5,499 in 149 select schools. In the report for 1860 mention is made of 491 select schools, with an attendance of 7,711 pupils. For the years 1860–1870 the number of academies reported as existing in the State were, respectively, 69, 71, 84, 64, 66, 66, 60, 58, 58, 36, and 59. The attendance during these eleven years upon select schools (and no distinction is here clearly drawn between academies and select schools) is given as 7,711, 7,785, 7,121, 7,400 (2), 7,884, 7,294, 6,004, 9,264, 8,755, 7,034, and 6,640. No analysis or division of these figures can be safely made, although it may be said that of 77 academies reported by town superintendents in 1870, 42 were said to have an enrollment of 3,428 pupils. The following items are from the State reports, and are brought together for what they are worth, being the total statistical information for those years. It was observed by Mr. Adams that in 1865, when Vermont reported 66 academies, and this number was doubtless too small, Massachusetts reported only 59 academies.

In 1872 and 1894 the number of academies was reported as 56 and 87, respectively. From this time on the superintendents confined their tabulations in the main to incorporated academies only. Graded-school systems were classified by themselves. The following partial summary may be of value:

Year of report.	Number of academies.	Number of teachers.	Number of different scholars during the year.	Greatest number of scholars in one term.	Number studying Greek or Latin, or both.	Number studying French or German, or both.	Number of graduates this year.
1884.....	21	123	2,985	-----	757	224	187
1886.....	25	111	2,575	-----	527	189	186
1888.....	27	131	3,224	2,228	798	289	210
1890.....	27	119	2,920	2,257	669	250	216

The following table is transferred from the excellent school report of State Superintendent Edwin F. Palmer for 1890:

Statistics of academies and other private schools for the year ending June, 1890.

Name of institution.	Where located.	Number of male teachers.	Number of female teachers.	Number of different schools during the year.	Greatest number of scholars in one term.	Number studying Greek.	Number studying Latin.	Number studying French or German.	Number of graduates this year.	Number going to college.	Number of weeks of school in the year.	Number of volumes in the library.	Name of principal.
Beeman Academy.....	New Haven.....	1	1	74	63	1	13	1	1	1	39	180	H. D. Hofnagle.
Brigham Academy.....	Bakersfield.....	1	4	120	94		10	7	9	2	36	150	F. E. Parlin.
Burr and Burton Seminary.....	Manchester.....	2	5	97	83	10	26	10	14	7	39	400	A. C. Ferrin.
Black River Academy.....	Ludlow.....	1	3	149	113	8	46	7	9	2	36	150	George Sherman.
Bradford Academy.....	Bradford.....	1	2	130	110	6	39		9		38	2,000	D. B. Locke.
Chelsea Academy.....	Chelsea.....	1	1	173	56	1	4	2			32	98	P. M. Constock.
Craftsbury Academy.....	Craftsbury.....	1	2	120	68	3	13		2	3	33	223	B. C. Day.
Derby Academy.....	Derby.....	1	1	60	35	1	4			3	33	500	I. O. Palmer.
Essex Classical Institute.....	Essex.....	1	3	86	70		19	7			35	350	Chauncey Hayden.
Episcopal Institute.....	Burlington.....	4		40	36	6	18	9	3	2	37	400	H. H. Ross.
Glenwood Classical Seminary.....	West Brattleboro.....												
Goddard Seminary.....	Barre.....	4	6	144	110	5	29	29	8	4	40	1,700	D. L. Mansby.
Green Mountain Seminary.....	Waterbury Center.....	3	5	200	80	2	10	10	20	2	36	800	Elizabeth Colley, A. M.
Hardwick Academy.....	Hardwick.....	1	2	115	98	2	8	14		2	33	150	Don F. Andrus.
Lyndon Institute.....	Lyndon Center.....	6	4	220	152	9	40	30	35	3	39	800	Walter E. Ranger.
Leland and Gray Seminary.....	Townshend.....	1	3	63	41		9				36		David G. Smyth.
McIndoes Falls Academy.....	McIndoes Falls.....	1	2	40	31		3			2	34		W. H. Glechrist.
Peacham Academy.....	Peacham.....	1	2	120	70	6	30		3	3	39	1,400	C. A. Bunker.
Royalton Academy.....	Royalton.....	2	2	26	19		4	8			36	60	Celia Sherman.
St. Johnsbury Academy.....	St. Johnsbury.....	4	4	339	300	40	130	48	55	20	40	500	C. E. Putney.
Thetford Academy.....	Thetford.....	1	2	85	70	1	18		2	1	35		
Troy Conference Academy.....	Poultney.....	8	5	226	176	29	71	27	20	9	39	2,200	J. N. Mallory.
Vermont Academy.....	Saxtons River.....												C. H. Duntton.
Vermont Methodist Seminary.....	Montpelier.....	5	5	309	260	41	99	36	23	7	39	1,400	E. A. Bishop.
Green Mountain Perkins Academy.....	South Woodstock.....	2	2	32	28		15	3			23	230	Carrie A. Walker.
Rutland English and Classical Institute.....	Rutland.....	2	4	52	44	2	11	2	3	1	36	500	George W. Perry.
Total.....		51	68	2,920	2,257	173	669	250	216	74	.....	14,253	

This very likely is an almost perfect list of all secondary schools other than such as have been merged into graded systems. Walton's State register for 1890 gives by actual count an academy, seminary, institute, or high school to 68 towns, and the number of "literary institutions" so credited is 74. Superintendent Palmer reports statistics for 46 graded schools, which number, added to the 27 academies, produces 73, the number of schools in which, on a somewhat higher scale and better system, the work of the old Vermont academies is to-day being done. This evolution of the graded system upon the foundations of the small academies is a matter for congratulation. The 46 "graded schools" during 1890 employed 53 male and 300 female teachers. In them 15,644 scholars, "or about one-quarter of all in the State," were educated. The high schools contained 2,432 pupils, 122 studying Greek, 737 Latin, 209 French or German. There were 216 graduates, of whom 60 were reported as "going to college." Inasmuch as the academies are generally considered to be doing their work fairly well, it seems not unfair to draw the conclusion, when these figures are compared with the corresponding items for the academies, that the efforts of educators to make the academy of past years the means to a more useful end have been successful and that the resultant arrangement produces greater returns for the welfare of all the people.

With few exceptions the academies of Vermont have been dependent upon tuition fees for support. The desirability of having an endowment for every school was recognized, and in some instances, notably in the case of church schools and academies which hand down the name of some prominent donor, efforts have been made with limited success to create one. The effect of land grants to county grammar schools upon education in certain towns has been very marked, notwithstanding the fact that these grants were, as the event demonstrated, inconsequential and entirely insufficient. Not only was it true that the townships granted by the government of New Hampshire did not set aside lands for this object, but the lands so sequestered under township grants by Vermont were not infrequently located in sections of the State least calculated to make them valuable, and hence the income derived therefrom has been insignificant though useful. Superintendent Dartt, in his report for 1888, throws some light upon this subject.

The reported number of acres in the State is 23,853, valued at \$173,557, from which the rents amount to about \$2,800.

The following facts have been ascertained by counties:

Addison County.—Lands located in Goshen, Granville, Hancock, and Starksboro. The income, about \$90, paid to Middlebury Graded School.

Bennington County.—No grammar school lands reported.

Caledonia County.—Income from lands, about \$439, paid to Peacham Academy.

Essex County.—One thousand one hundred and forty-two acres in Brighton, Concord, East Haven, and Victory. The rents of those in Brighton, \$40, go to Brighton Grammar School.

Franklin County.—Lands in Berkshire, Enosburg, and Franklin, rental \$73, paid to Franklin County Grammar School at St. Albans. Lands in Fletcher, Montgomery, and Richford, rental \$70, paid to graded school at Richford.

Grand Isle County.—No lands reported.

Lamoille County.—Two thousand eight hundred and eighteen acres, rental \$262, divided between the Johnson Normal School and the Morrisville Academy.

Orange County.—Income \$533. This is divided between 7 schools, Randolph Normal, West Randolph Graded, Newbury, Thetford, Bradford, Corinth, and Chelsea academies.

Orleans County.—Income \$547. Craftsbury Academy receives the rent from lands in Craftsbury, Greensboro, and Irasburg. The land rents of Barton and Westmore are paid to Barton Academy and Graded School. Derby Academy receives the rents of lands in Derby. All other lands in the county contribute their rentals to the schools where said land lies.

Rutland County.—Income \$135. Paid to Castleton Normal School.

Washington County.—Income \$357 from 2,545 acres. Divided to Peacham Academy, Goddard Seminary, Northfield Graded School, and Washington County Grammar School, Montpelier.

Windsor County.—Income \$163 from 1,083 acres, paid to Royalton Academy.

Windham County.—Londonderry has 479 acres; income \$79, applied for common schools.

There were also formed in the early years of the century a variety of societies which tended to promote an interest in and afford stimulus to secondary education. At Cornwall, Addison County, as early as 1804 or 1805, there existed a "Young Gentlemen's Society" having for its object the study of literature and the practice of debate. It was modeled after the Philomathesian Society of Middlebury College, and had among its founders and supporters ex-Governor William Slade, Frederick Ford, M. D., Hon. Ashley Samson, Rev. Reuben Post, and Levi Tilden, esq. This society collected together a well-selected library of several hundred volumes. Subsequently the "Lane Library Association" was organized in consequence of a legacy left by Gilbert C. Lane, of Cornwall, who died at the close of 1858. These two societies combined their libraries and afforded the town thereby a valuable source of improvement.

A further interesting effort in behalf of advancing educational interests is that related by Mr. Thomas H. Palmer, of Pittsford. Mr. Palmer had been established in a book-printing business in Philadelphia for some twenty-five years. In 1828 he bought a farm in Pittsford, and there lived until his death. He was the author of several important works, described on page 961 of the *Hemenway Gazetteer*, Vol. III. His interest and activity in school matters was very great. As one of "three town superintendents" he was struck, he says, "with the inefficiency of these institutions in laying a foundation for self-culture, the chief aim appearing to be the mere enunciation of "dead vocables," as Carlyle styles words, without ideas, mechanically taught, the whole little better than a mere gabble of sounds." In the autumn of 1829, in company with Mr. Joseph Hitchcock, Mr. Palmer canvassed the town with a view to procuring means for the establishment of "town and county lyceums," which

were to combine the discussion of scientific subjects with that of education. He obtained the necessary money with which to buy apparatus for the purpose of illustration, and was joined in the weekly lectures by W. Child, D. D., of Castleton, and Dr. A. G. Dana, of Brandon. Immediately thereafter like lyceums were instituted at Rutland, Castleton, and other places, proving the popularity and value of the idea. Mr. Palmer went further. He caused a meeting to be held at Montpelier for the purpose of inquiring into the best means of introducing these lyceums into effective operation through every county in the State. The meeting appointed committees to introduce the subject into the several counties, that for Rutland being Solomon Foote, then principal of Castleton Seminary, afterwards United States Senator, Amos Bliss, of Poultney, and Thomas H. Palmer. At Pittsford, soon after, this committee effected an organization with Judge Williams, of Rutland, as president, and considerable interest in public education was awakened. It is difficult to trace the effect of this kind of agitation in the several counties, although it is certain that to no question of school supplies did the trustees of academies give greater attention than to that of apparatus for their physical and chemical laboratories. At no time, perhaps, did the total value of such material reach a large sum; but, in view of their means and the then opportunities of purchasing such apparatus for school use, it is safe to affirm that the early academies gave as good objective instruction in the sciences as they do to-day.

The preceding paragraphs suggest something of the personal self-sacrifice and exalted patriotism, of which abundant evidence exists, that manifested itself in connection with the projection, incorporation, maintenance, and operation of all these little academies. The constant objects of criticism, they have yet been the means of preparing thousands of the best sons of Vermont for business and for professional work and for entrance upon courses of study in all the best colleges of New England. And who shall say that if schools be adjudged worthy of praise, provided their sons and daughters attain to positions of dignity, honor, and affluence and manifest in all their actions the effects of wholesome intellectual and moral culture—who shall say that the history of the last four generations of Vermonters in civil as well as military life does not entitle their educational institutions, however organized and conducted, to words of distinction and commendation? When the Rev. Lyman Coleman in 1832 went to Burr Seminary at Manchester he found, as he declares, a community of farmers, unable to appreciate the requisites for a seminary. In pretty nearly his own language he declared:

I found no windows in place, no doors hung, no boarding house furnished, no plastering finished, but I did find the opening of school advertised broadcast. I finished off a room as soon as possible for my own use. A meeting of the trustees was called, but there was no quorum. Judge Skinner came, stayed a while, and dropped out. Then Judge Clark showed up, and by and by he, too, dropped out. And so it went on. The people had too much business of their own to attend to another's.

But Mr. Coleman was equal to the emergency. By threats of withdrawing he obtained action by the trustees. By solicitations and lectures in other towns he raised means. Returning one night from these tours and in the winter season he plowed his way through the unbroken snow to his school and managed to make his horse comfortable, but when he endeavored to strike a light with his tinder his efforts failed, and he was obliged to retire to a damp bed, cold and hungry, while sleep was impossible. And yet he said, "This was a trial rather of the heart than the body." This personal example of devotion to education can be many times multiplied in connection with our early schools. Trustees, teachers, and pupils have been independent, courageous, energetic, and, in general, successful.

Capt. Henry B. Atherton, in his historical address on Ludlow Academy, describes what was, in undoubtedly a great many cases, the way in which the buildings were secured:

The brick were made on the south side of the river near Smithville. One who had more capacity to labor than money helped with his team to draw them as his subscription. Another furnished timber, another lime; one worked at the foundation, another upon the frame, and so on. Many hands made the burden light.

We give herewith a list of as many of the academies, with dates of incorporation, as have been found. These are followed by a few historical sketches. The full records of the Washington County Grammar School are referred to not because of any special merit inherent in them, but as alone available to the writer and as fairly descriptive of all. The object has been salvage, not construction.

The following is the list of academies, so far as can be ascertained, that are no longer existent. Neither has it been learned with reference to these that any other secondary institution takes their place.

Name.	Location.	Incorporated.
Clio Hall	Bennington.....	Nov. 3, 1780
Windsor County Grammar School.....	Norwich	Jan. 17, 1785
Athens Grammar School	Athens.....	Nov. 3, 1791
Cavendish Academy.....	Cavendish	Oct. 26, 1792
Windham Hall	Newfane.....	Oct. 30, 1801
Chittenden County Grammar School.....	Waterbury	Nov. 3, 1801
Dorset Grammar School.....	Dorset.....	Nov. 9, 1804
Dorset Academy.....	do.....	Oct. 26, 1807
Addison Literary Society.....	Addison	Nov. 1, 1810
Union Academy.....	Hubbardton	Oct. 26, 1812
Chester Academy.....	Chester	Oct. 30, 1814
Arlington Academy.....	Arlington	Nov. 29, 1817
Union Academy.....	Bennington.....	Oct. 30, 1817
Poultney Female Academy.....	Poultney	Nov. 11, 1819
Concord Academy.....	Concord	Nov. 5, 1823
St. Johnsbury Female Academy.....	St. Johnsbury	Nov. 27, 1824
Jericho Academy.....	Jericho.....	Oct. 28, 1828
Vermont Classical High School.....	Castleton.....	Oct. 29, 1828
The Female School Association.....	Middlebury	Oct. 22, 1828
Barre Academy	Barre	1849
Londonderry Academy.....	Londonderry	1852
Classical and English Boarding School.....	Norwich	1867
Ripley Vermont Boys' Home.....	Poultney.....	
West River Academy.....	Londonderry	
Pawlet Academy.....	Pawlet	
Military School.....	Rutland	
Academical Institute.....	Franklin	
Alburl Springs Academy.....	Alburl Springs	
Holland Academy.....	Holland.....	

The following academies and grammar schools have, in the evolution of the State system of education, become normal schools:

Name.	Location.	Incorporated.	Remarks.
Gambrel-Roof School	Castleton	1786	A. E. Leavenworth, A. M., principal since August, 1881.
Rutland County Grammar School	do	Oct. 15, 1787	
Castleton Normal School	do	Aug. 23, 1867	
Randolph Academy	Randolph		Edward Conant, A. M., principal, 1867-1874; also since 1884.
Randolph Grammar School	do	Nov. 8, 1805	
Randolph Normal School	do	Feb. 26, 1867	
Lamoille Academy	Johnson	Nov. 8, 1832	A. N. Campbell, Ph. D., principal since 1884.
Lamoille County Grammar School	do	Nov. 15, 1836	
Johnson Normal School	do	Dec. —, 1866	

The following academies, grammar schools, etc., have, so far as ascertained, become identified with a graded system of schools in their respective towns. It is possible that others, classified as defunct, or given in the list of secondary schools, still existing as such, should also be classified with this group:

Name.	Location.	Incorporated.	Remarks.
Addison County Grammar School..	Middlebury	Nov. 8, 1797	Inception of Middlebury College.
Franklin County Grammar School.	St. Albans	Nov. 4, 1799	Washington County Grammar School, 1813.
Montpelier Academy	Montpelier	Nov. 7, 1800	
Brattleboro Academy	Brattleboro	Nov. 4, 1801	April 7, 1859.
Vermont Academy	Rutland	Oct. 29, 1805	
Brandon Academy	Brandon	Nov. 6, 1806	
West Rutland Academy	West Rutland	Nov. 1, 1810	Rechartered Oct. 24, 1822.
Washington County Grammar School.	Montpelier	Nov. 18, 1813	
Wallingford Academy	Wallingford	Nov. 9, 1814	
Windsor Female Academy	Windsor	Nov. 10, 1814	A private school, probably, like the Female Academy.
Vergennes Academy	Vergennes	Oct. 24, 1822	
Hinesburg Academy	Hinesburg	Nov. 12, 1824	
Columbian Academy	Windsor	Nov. 15, 1826	Also Danville Academy.
Enosburg Academy	Enosburg	Oct. 23, 1839	
Hartford Academy	Hartford	Oct. 29, 1839	
Phillips Academy	Danville	Oct. 21, 1840	
Swanton Falls Academy	Swanton	1862	
Barton Academy	Barton	1870	
Literary and Scientific Institute	Bristol		
People's Academy	Morrisville		
Newbury Seminary	Newbury		
West Randolph Academy	West Randolph		
Northfield Institute	Northfield		
Missisquoi Valley Academy	North Troy		

The following is the list of academies or secondary schools now operating in the State of Vermont and disassociated from the public-school system as respects their control. They doubtless serve as high schools to the common schools of their respective towns, save when other provision is made for that purpose, as in Rutland, Burlington, and Montpelier. The schools not starred are known to exist as academies or other private schools, while those marked with an asterisk represent institutions credited to the several towns in the last edition of Walton's Vermont Register.

Name.	Location.	Incorporated.	Remarks.
Caledonia County Grammar School.	Peacham	Oct. 27, 1795	Also Peacham Academy.
*Essex County Grammar School.	Guildhall	Nov. 8, 1805	
Royalton Academy	Royalton	Nov. 11, 1807	
*Fairfield Academy	Fairfield	Nov. 4, 1808	
*Newton Academy	Shoreham	Oct. 21, 1811	
Thetford Acaden	Thetford	Oct. 29, 1819	
Bradford Acaden	Bradford	Nov. 5, 1820	
Leland and Gray minary	Townshend	Nov. 15, 1826	Known first as Townshend Academy and Leland Classical and English School, and once Leland and Gray Seminary.
Burr and Burton Seminary	Manchester	Oct. 28, 1829	First Burr Seminary.
Craftsbury Academy	Craftsbury	Oct. 29, 1829	
*Burlington High School	Burlington	Oct. 22, 1829	Part of the city system.
Vermont Methodist Seminary	Montpelier	Nov. —, 1833	The title "and Female College" was formerly added.
Troy Conference Academy	Poultney	Oct. 25, 1834	
Black River Academy	Ludlow	Oct. 23, 1834	
*Georgia Academy	Georgia	Nov. 5, 1838	
Derby Academy	Derby	1839	
St. Johnsbury Academy	St. Johnsbury	1842	
Green Mountain Perkins Academy.	South Woodstock	1848	
Chelsea Academy	Chelsea	1851	
*Orleans Liberal Institute	Glover	1852	
*Oak Grove Seminary	Pownal	1853	
*Westfield Grammar School	Westfield	1857	
Goddard Seminary	Barre	1863	
Lyndon Institute	Lyndon Center	1867	
Beeman Academy	New Haven	1869	Chartered in 1865 as the "New Haven Academy."
Essex Classical Institute	Essex Center	1869	
Birgham Academy	Bakersfield		
Vermont Episcopal Institute	Burlington	1858	
Glenwood Classical Seminary	West Brattleboro	1860	
Green Mountain Seminary	Waterbury Center	1871	
Hardwick Academy	Hardwick		
McIndoes Falls Academy	McIndoes Falls		
Vermont Academy	Saxtons River	1871	
Rutland English and Classical School.	Rutland		
*Albany Academy	Albany		
*Charleston Academy	Charleston		
*Coventry Academy	Coventry		
*Green Mountain Academy	Underhill Center		
Lamoille Central Academy	Hyde Park		
*Morgan Academy	Morgan		
*New Hampton Institute	Fairfax		
*Orleans County Grammar School	Brownington		
*Underhill Institute	Underhill Flats		
*Williston Academy	Williston		

According to this classification, which presumably is incorrect in parts, but which in general is as complete and will be found as instructive as other tables heretofore prepared, we have, admitting duplications, 103 secondary schools accounted for, as follows: Twenty-nine extinct, 6 merged into 3 normal schools, 24 into graded systems supported by the public, 18 supposed to be alive, 26 positively active and so reported by the State superintendent in 1890.

EARLY ACADEMIES.

Clio Hall (Bennington, November 3, 1780).—The act incorporating the first academy in Vermont is here cited in full as a matter of historical interest:

Whereas a number of persons, for the laudable purpose of promoting literature, have entered into a voluntary association and subscription for erecting a seminary of learning in this State, to be kept for the time being at Bennington, but afterwards

at such place as the legislature shall direct, to be called and known by the name of Clio Hall, and have appointed a board of trust for the well managing its police and government;

And whereas said board of trust have petitioned this assembly that they and their successors in office may hereafter be known and acknowledged in law, to all intents and purposes, as a body politic and corporate, by the name of trustees of Clio Hall: Therefore,

Be it enacted, and it is hereby enacted, by the representatives of the freemen of the State of Vermont, in general assembly met, and by the authority of the same, That Thomas Chittenden, esq., governor; Timothy Dwight, M. A.; the Rev. David Avery; Isaac Tichenor, esq.; the Hon. Moses Robinson, esq.; the Hon. Jonas Fay, esq.; Ezra Styles, jr., esq.; Stephen Row Bradley, esq.; the Rev. Mr. Daniel Collins; Col. Benjamin Simonds; Bela Turner, esq., and Thomas Porter, esq., constituted a board of trust for Clio Hall, be, and are hereby, for themselves and successors in office, created a body politic and corporate, to be known and acknowledged in law, to all intents and purposes, and called the trustees of Clio Hall.

The people of Bennington obtained the distinction of this first charter by reason of their early interest in educational matters. Their township was granted and surveyed in 1749, their first permanent settlement was effected in 1761, and by 1765 the town had more than 1,000 inhabitants, and a well-organized system of local government for their protection. One of their first acts consisted in a petition to the general court of New Hampshire for the raising of "a tax on all lands in Bennington, resident and nonresident, to build a meetinghouse, and schoolhouse, and mills, and for highways and bridges." Fifteen years later as representative a body of men as a young State ever brought together applied to the people for an act incorporating an academy. That this academy would draw for support on a limited territory and a small population did not concern them. They labored under the conviction that education—the higher and the more extended the better—was a necessity, and they acted upon the impulse, looking to the future for results. John Graham wrote in 1798 that Bennington possessed "a small academy and several day schools." A convenient building had been erected on the site subsequently controlled by the Center Meetinghouse. Here were taught, with frequent changes in the teaching force, languages and the higher branches of English education. The school is said to have been "sometimes prosperous, but does not appear to have been steadily and continually kept." In 1803 the building was destroyed by fire, and, as an institution, entirely disappeared.

Montpelier Academy, (November 7, 1800).—No permanent settler located on Montpelier territory until May 3, 1787. Two years later Col. Jacob Davis, having made roads, cleared lands, and erected houses, mills, and barns, is found teaching in a log schoolhouse on the banks of the Onion near the Middlesex line. In 1791 the population of Montpelier was only 113. In 1800 it had reached 890. On the basis of this population the town projected its first academy. The

Hon. David Wing procured an act incorporating the trustees of the Montpelier Academy. The men so incorporated proceeded, with the aid of general subscriptions, to erect a two-story building, 44 by 36 feet, near a place now known as the Academy Bridge, in the village of Montpelier. It is impossible to state anything very definite about this small academy. Its work was probably confined to a limited area. On November 18, 1813, the legislature passed an act incorporating the Washington County Grammar School, and this new organization took the place of the early academy. The change was doubtless made with a view to securing the rents from public lands and the prestige arising from being a county institution. The history of this institution is herewith submitted in somewhat full form, because it will illustrate very fairly the functions, powers, aims, and operations of this class of secondary schools.

The act incorporating the Washington, then the Jefferson County Grammar School, cites as the basis of legislative action the following:

Whereas several individuals, inhabitants in the town of Montpelier and its vicinity, have at a very considerable expense erected a building convenient for the accommodation of a grammar school, and have conveyed the lower story of the same in fee, and the use and occupancy of a large hall in the upper story for the purpose of examinations and exhibitions for the use and benefits of a county grammar school, and it appearing reasonable that a county grammar school should be established in said Jefferson County, and that the rents and profits of certain lands lying in said county should be appropriated for the benefit of the same: Therefore, etc.

The incorporators under this act were as follows: Ezra Butler, John Peck, Charles Buckley, Chester Wright, Aaron Palmer, James Fisk, Abel Knapp, Nicholas Baylies, Nathan Robinson, Ananiah Chandler, Caleb Curtis, and Jonathan Kinne. Upon these men, under the act, the following powers were conferred:

They are hereby constituted and appointed trustees of said county grammar school, and they and their successors are hereby declared to be a body corporate and politic in all intents and purposes. They have the full power to take by gift, grant, purchase, or devise, any estate, either real or personal, for the use of said grammar school, and to receive and appropriate all such donations as shall have been or shall hereafter be made for the use of said grammar school, and, by themselves or attorney, to institute, maintain, and defend any suit or suits relating to the interest of said institution; and may have a common seal and the same alter at pleasure; to appoint and elect, support and remove from time to time all such teachers, officers, and servants as they may find necessary; to make and establish all such rules, regulations, and by-laws as shall be found necessary for the orderly government of said schools, the said rules, regulations, and by-laws not to be repugnant to the laws of the State; and also may do any other thing that shall be found necessary for the welfare of the institution.

The board of trustees was limited to fifteen members and was given power to designate their successors, by a ballot vote, at any meeting regularly warned. Real and personal estate to an amount of the yearly income, not exceeding \$500, was rendered free and forever exempt

from all taxes, while the rents and profits of grammar-school lands in Jefferson County were appropriated for the use of the school. To this latter grant there was a two years' restriction in favor of the Caledonia Grammar School, touching certain lands leased by it within its original limits. In relation to these lands the auditor of the board, Mr. E. H. Prentiss, made a report July 23, 1857, the summations being 2,432 acres, located in eight different towns, and producing an annual rental of \$358.22. The act further specified Monday, December 6, 1813, as the time for the first meeting of the trustees. It also reserved to future legislatures the right to order by law a "dividend" of the proceeds or avails of the grammar-school lands in the State, and ordered that in such "dividend" the Jefferson County Grammar School should share in equal proportions with other counties in the State. Thus carefully did these early legislators seek to place upon a sure footing a system of substantial public secondary education. The board organized under this act December 6, 1813, but did not adopt a set of by-laws until June 6, 1814. The following articles are extracted as of value:

ART. 2. The officers of this board shall consist of a president, clerk, agent, prudential committee of three members, and a treasurer. These officers shall be annually appointed by ballot at the annual meeting.

ART. 6. It shall be the duty of the agent to take charge of all the real estate belonging to the institution and lease the same, under the direction of the board, superintend needed repairs of the public building or buildings, receive the rents and pay them over to the treasurer, and perform all other duties for the interest of this board not required of other officers by the laws of this State or by the by-laws of said board.

ART. 7. It shall be the duty of the prudential committee to manage the prudential concerns of the institution, to contract with instructors agreeably to the direction of the board, to examine and decide on the qualifications of such as may apply for admission into the school when requested by the preceptor, to inspect the school and see that the laws of the same are faithfully executed and duly observed, to attend all public examinations, to sit in judgment with the preceptor in cases wherein they may be authorized to do so by the laws of the school, and to draw orders on the treasurer for the payment of such sums as they shall appropriate pursuant to the direction of the board.

The first officers appointed under this arrangement were Charles Bulkeley, president; Rev. Chester Wright, clerk; Nicholas Baylies, agent; Rev. Chester Wright, treasurer; John Peck, Aaron Palmer, and Nicholas Baylies, committee.

The following by-laws, believed to be representative of their kind, were adopted July 20, 1817, for the use of the school. I reduce them:

(1) Every scholar admitted into the school shall be 10 years of age, excepting that for the study of the Latin and Greek languages scholars under that age may be admitted; and every scholar admitted shall be able to read and write decently; shall sustain a good moral character, and shall produce from the treasurer a receipt for one quarter's tuition. [No pupil was admitted for a shorter term than half a quarter. The admission age was in the same year changed from 10 to 9.]

(2) Every member of the school shall attend punctually during the hours of study, shall be subject to the preceptor as regards conduct, both in school and elsewhere, shall treat him and all other persons with becoming respect, shall avoid gaming, idleness, tavern hunting, late hours abroad, profanity, intemperance, Sabbath breaking, every species of immorality and indecency, shall attend public worship on the Sabbath, shall exhibit a pattern of industry, sobriety, regularity, and good manners; and for any violation of this rule shall be subject to reproof, public confession, private or public admonition, restriction, or expulsion, according to the nature or aggravation of the offence. [In the matter of expulsion, the prudential committee and the preceptor by a majority vote reached final action. Refusal on the part of a knowing pupil to give testimony in any matter subjected him or her to the highest penalties of the school.]

(3) All damages done to the building in which the school is kept shall by the preceptor be assessed on him or them by whom such damages are done, and shall be paid within four weeks, under penalty of dismissal from the school.

(4) The school shall be opened in the morning and closed at evening by prayer in connection with the reading of a portion of the Holy Scriptures.

(5) Instruction shall be afforded in reading, writing, English grammar, arithmetic, geography, Latin and Greek, geometry, trigonometry, surveying, navigation, composition, elocution, and history. From March 20 to September 20 the school shall open at 9 a. m. and close at 12, and again at 2 p. m. and close at 5. During the other half of the year the afternoon session shall begin at 1 p. m. and close at 4.

(6) On every Wednesday afternoon the males shall be exercised in speaking and the females in reading, and at these times the attendance of visitors shall be admitted and encouraged. Every member of the school shall be required to exhibit an exercise in composition once a week [afterwards two weeks], and every declamation shall before being pronounced in school be submitted to the inspection of the preceptor. [The requirements of this rule after a little were made entirely subject to the judgement of the preceptor.]

(7) There shall be two vacations of 4 weeks each, following the Monday preceding the second Thursday in April and October, making each quarter to consist of 11 weeks. [Subsequently changed to one, two, one and four weeks, the latter falling in July and August. The total length of school year to-day is 36 weeks, a loss of eight, as compared with 1817.]

(8) On the week preceding each vacation there shall be a public examination, attended by the prudential committee, and visited by all persons so disposed. Every pupil shall be examined in the several branches by him or her pursued during the term. [Public examinations were by vote changed so as to fall after the second and fourth quarters. Their use has not yet disappeared, but the manner of conducting them is wholly in the hands of the principal. The examination was directly made by the prudential committee certainly as late as 1875.]

(9) The price of tuition for scholars living within this county shall be \$1.50 per quarter; for those without, \$2. [In the case of sickness or death the board agreed to refund any tuition the use of which had not been enjoyed. In 1820 the tuition rose to \$2 per quarter and was further modified in after years.]

(10) No boarding scholars shall board and lodge at any house disapproved by the preceptor or prudential committee.

(11) [January 11, 1820.] Every member shall be furnished with a Bible to be used in the school only in a serious manner connected with religious exercises, and all other books used in the school shall be recommended by the prudential committee, together with the preceptor, and such scholars as neglect to furnish themselves with necessary books after due opportunity is given shall be dismissed.

Under such an act of authority and with such a form of organization, in view of the foregoing ideas of education and conduct, it may be presumed that most secondary schools were operated. Any variations were comparatively slight and relatively unimportant. As descriptive of the questions in which the trustees were most concerned, it will perhaps be advisable to summarize chronologically their leading actions or votes:

April, 1815.—To purchase that right in the academy which belongs to Joseph Palmer. To repair the academy for the reception of the county school.

December 4, 1815.—To instruct the agent to appear in and defend to final judgment an action in the Orange County court against a holder of lands for the use of which the board claims rent.

July 20, 1817.—To engage a preceptor for one year "at such wages" as may be agreed upon to be paid out of tuitions and rents that may hereafter accrue.

May 7, 1822.—To appoint Rev. Chester Wright for the purpose of soliciting subscriptions for the building of an academy. [The old building had been destroyed by fire.]

May 14, 1823.—To erect an academy on the old site, and out of brick. Factum.

August, 1826.—To furnish the upper story of the new academy, erect a cupola for a bell, and build a suitable fence or inclosure.

August 5, 1828.—To admit scholars under 9 years of age to the female department for the present year. [Arrangement continued.]

August 5, 1829.—To publish an address of the preceptor, a statement of facts by the board, and to raise, by solicitation among the wealthy inhabitants of the county, money for the purchase of chemical and physical apparatus.

October 13, 1829.—To issue honorary certificates upon the basis of examinations in the following studies: Orthography, reading, writing, composition, geography, grammar, arithmetic, rhetoric, Vermont history, United States history, general history, logic, moral philosophy, evidences of Christianity, natural philosophy, astronomy, chemistry, drawing, geometry, algebra, surveying, mensuration of superficies and solids, lineal drawing.

August 10, 1831.—To appoint a special agent to solicit subscriptions to the amount of \$400 for apparatus, and, if that sum be realized, to authorize a loan of \$375 to be similarly applied.

July 25, 1833.—To devote \$100 to the further purchase of philosophical apparatus.

July 29, 1839.—To establish tuition fees as follows: Three dollars for orthography, reading, arithmetic, English grammar, geography, and composition; \$5 for the languages and mathematics, except arithmetic and Latin; \$4 for all other studies.

July 29, 1839.—To publish, in connection with the by-laws of the board, a catalogue of the academy. [This is the first catalogue named.]

August 22, 1844.—To amend the by-laws of the school. Notable changes were the following: (1) The minimum age limit of admission placed at 10. (2) "Rudiments of education" required as a means of admission. (3) Teachers to work six hours per day. (4) Examinations in writing and oral at end of each term, four in all. (5) Introduction of marking system, with public announcements of results. (6) If pupils attend to the number of fifty, a catalogue to be published, with courses of study, if adopted. (7) Introduction of prizes in the form of books to the value of \$15.

July 27, 1850.—Tuition in French, \$4 per quarter; to employ a native French teacher; to engage a female assistant; to advertise in the Green Mountain Freeman.

May 10, 1853.—To elect as trustee the Rev. William Lord, a very able and influential thinker and preacher. [Dr. Lord reopened the discussion of a new building—a discussion of great import as events proved.]

August 1, 1854.—To redivide the school year into three terms instead of four. [This division was made but is not recorded.]

July 11, 1856.—To appoint Messrs. Lord, Merrill, and Walton a committee to devise a system of graded schools in connection with the Washington County Grammar School.

July 13, 1857.—To accept the report of the committee, advising an "arrangement or plan of union of action between the Washington County Grammar School and the Montpelier Union District."

NOTE.—This agreement or coalition on the part of the districts and grammar school corporation was signed April 7, 1859. Under it the board of trustees practically passed over the proceeds and avails of all their property, agreed to furnish an academical education to the pupils of the village, but retained their corporate capacities "to the fullest extent." The resultant was one school, graded and high school, under the direction of one committee, three of whom are selected by the trustees, four by their respective school districts, and one by the union district at large. This latter is chairman of the board. The board of trustees hereafter did little more than keep up a show of existence.

April 4, 1859.—To dispose of the academy building and grounds.

June 30, 1859.—To apply on the library a legacy left by C. J. Keith. [The amount is not stated.]

January 1, 1862.—To execute to James R. Langdon the deed of this date presented to the trustees by their committee; to deed to the town of Montpelier the remainder of the land of the corporation for \$300; to sell and cause to be removed the old academy building. [This latter was sold June 26, 1862, for \$550.]

June 26, 1862.—To appropriate not more than \$200 for the purchase of library books, including the Encyclopædia Britannica and Index. [This is the first recorded vote of such a purchase.]

There are no other records of special interest or importance. For the last thirty years the grammar school has practically been supported by the village of Montpelier through means and in ways directed by the prudential committee already mentioned. In this way the small academy of 1800, the little county institution of 1813, has finally become a public high school, although it retains the hereditary impulses and characteristics of its past history, and has really never lost its corporate powers. Among its eminent and most valuable trustees, of whom there have been eighty-one in all, were the Rev. Chester Wright, who served as clerk, president, treasurer, and committee, over a period of 23 years; Nicholas Baylies, esq., for 9 years the agent of the board; Ananiah Chandler, for 19 years an active member; the Rev. Jonathan Kinney, and the Hon. Samuel Prentiss, who respectively served 13 and 17 years. Then there were Gen. E. P. Walton, 31 years; the Hon. Joseph Reed, 24 years; the Hon. Joseph Howes, 12 years; the Hon. John Spalding, who served from 1832 to 1864, and was for twenty-one years the treasurer of the board; Henry Nutt, esq., served from 1843 to 1891, a period of 48 years. Other distinguished trustees were Col. E. P. Jewett, Hon. Isaac F. Redfield, D. P. Thompson, the novelist; the Rev. William Lord, the Rev. Eli Ballou, Hon. E. P. Walton, jr., M. C.; the Rev. F. W. Shelton, Hon. Chas. W. Willard, M. C.; John A. Page, State treasurer; John. C. Emery, esq.; Gen. P. P. Pitkin,

Judge T. P. Redfield. The present president of the board, the Hon. Charles Dewey, has served since 1864, and its present secretary, the Hon. Fred. E. Smith, since 1873.

It is now wholly impossible to learn anything as to the number of pupils educated by this institution during its entire period of existence. It was very large. At one time certainly this school was the only secondary institution of importance in this county. It is also difficult to give the duration of the service of the different principals and preceptors. The list as reported in the history of Montpelier by Thompson is as follows: James Whorter; James Dean, afterwards professor of mathematics, University of Vermont; Joseph Sill; Benton Pixley, afterward clergyman and Indian missionary; Ira Hill; Thomas Heald; Justus W. French, afterward clergyman in Vermont, New York, and New Jersey; Seneca White; Heman Rood; John Stevens; Jonathan C. Southmayd, for twelve years principal and under whom the school attained a high reputation in the State; J. B. Eastman; Augustus A. Wood, afterward clergyman in New York; Aaron G. Pease, afterward clergyman in Vermont; Calvin Pease, afterward president of University of Vermont and Presbyterian clergyman at Rochester, N. Y.; J. H. Morse; M. Colburn; George N. Clark, afterward professor in University of Vermont and secretary of the American Board of Foreign Missions; Davis Strong; Horace Herrick; J. E. Goodrich; Charles Kent, and C. R. Ballard. Others were temporarily employed, including the Hon. Joshua Y. Vail in the earlier years and Robert Hale in the later. During the interim between the destruction of the first academy building and the erection of the second a Mr. Sherard kept a classical school. This completes the list of instructors up to the period of the coalition with the village system, a combination prompted by a bequest of \$1,000 by Hezekiah H. Reed and admitted under general statutes and acts passed in 1858-59. From this time on a course of studies was adopted embracing all things necessary, from "a" primary, through a graded school up to a preparation for the college and university. The following principals have since served: M. M. Marsh, 1859-1861; Daniel D. Gorham, 1862-1871, to whom the successful projection of the new system is largely to be credited; C. W. Westgate, 1872-1874; J. E. Miller, 1875-1877; A. W. Blair, 1878-79; W. W. Prescott, 1880; H. R. Brackett, 1881-1883; B. F. Brown, 1884-85; Joseph A. De Boce, 1886-1889; Xenophon Wheeler, 1890-91; S. D. Blanpied, 1892.

In 1889 the school building underwent enlargement and repairs at a cost of about \$20,000, and in 1891 this work was completed and placed in use. Montpelier now possesses one of the largest, best ventilated, most convenient school edifices in the State. In it twelve teachers, of whom two are men, give instruction to over 430 pupils each year. It has a well-selected library of over 3,000 volumes, and a well-equipped physical and chemical laboratory.

It is impossible to give statistical records of all these schools, but it may truthfully be said that to Washington County and the State of Vermont this school at Montpelier has been of great and lasting service. Their graduates have found entrance and standing not alone in the colleges and universities of the Eastern States, but, what is more worthy of record, in all the varied callings and professions of life.

Burr and Burton Seminary (Manchester, Vt., October 28, 1829).— This seminary is located on the line of the Bennington and Rutland Railway, 30 miles south of Rutland and 56 miles northeast from Troy, N. Y. It had its origin in a bequest of Joseph Burr, esq., a merchant of Manchester, Vt., who left an estate "amounting to considerably more than \$100,000." By his will the bulk of this was bequeathed to different benevolent institutions and for charitable uses. Among these bequests was one of \$10,000 to certain trustees, "to be applied in educating, in the village of Manchester, poor and pious youth having in view a preparation for the Christian ministry." This bequest had two conditions affixed: The establishment within five years from his decease, which occurred in April, 1828, of a corporation, and the raising of an equal amount of money with which to erect suitable buildings. In 1829 the act of incorporation was procured from the legislature of Vermont for an institution to be denominated "The Burr Seminary." December 16, 1829, the trustees held their first meeting. During the following year the needed money was secured. In March, 1831, the board decided "to go ahead and buy and build." Accordingly a "lot of Ephraim Munson" was purchased and a "suitable building," constructed of stone, was erected, which, with its furniture and apparatus, having been appraised at \$11,383, the bequest of Mr. Burr was paid over to the trustees. This \$10,000 has been preserved as an endowment, and its proceeds have been regularly applied, so far as was possible, to the end for which Mr. Burr designed his bequest.

On the 25th of July, 1832, the Rev. Lyman Coleman, who had been pastor of the Congregational Church in Belchertown, Mass., and formerly a tutor in Yale College, was elected principal. He, finding the school in no condition to receive pupils, entered upon a series of visitations to the churches of other towns. By the persuasiveness of his addresses he succeeded in interesting others in the character and object of the seminary, and was able, with the steadfast cooperation of the trustees, to open the institution May 15, 1833, with "a large number of worthy and promising young men from abroad, most of whom had the Christian ministry in view." The actual number was 114 men. The first catalogue gives 146 names, and this attendance, it is said, "was more than sustained during the years immediately following." During these early terms of the school it contained more young men for whose special benefit it was designed than at any other time in its

history. This is attributed in degree to the serious religious revivals of that period, through whose influence young men were turned from secular pursuits to the preparatory studies of the ministry. Very many of these young men were self-dependent, a fact recognized by the trustees, who appointed a special committee to look up work for such students in the neighborhood. The opening exercises consisted in a discourse by the Rev. Alexander Proudfit, D. D., president of the board, and an address by Principal Coleman. Joined with the latter on the first board of instruction were John Aiken, associate principal, and Hiram Buckley. The control of the school, however, was retained by the board, which passed the following rules and orders: That nonbeneficiaries should be charged a tuition fee of \$12 per annum for common English branches, and \$4 additional "for the languages;" that board should be supplied at a cost "not exceeding \$1.25 per week;" that students be advised "to dispense with tea and coffee," and adopt "for the most part a vegetable diet;" that "the bell be rung at sunrise during the summer months, at which time the students will be expected to rise." The 4-dollar languages undoubtedly refer to Greek and Latin.

Mr. Aiken retired in January, 1834, and was succeeded by Mr. John N. Worcester, previously a tutor in Dartmouth College. Mr. Worcester took the assistant's place in the classical department, while Mr. James Tuffts, a graduate of the school, became an instructor in the English department. All these gentlemen largely contributed to the early and great success of the seminary. At this period the school possessed a house for the principal, some 25 acres of land, an income from \$10,000, and a debt of about \$4,500. Of this debt \$2,500 was paid by subscription in 1841 and the balance expunged by a portion of the Josiah Burton legacy in 1854, but a new debt was created by the repairs made in 1863-64. Up to about the year 1851 the approach to the seminary was by a footpath. In this year a wood walk was constructed, but entrance was still by a private lane, which in 1854 became public. In 1858 this walk was made of marble, of which large quantities are found near by. Identified with the opening of the seminary was the interesting experiment of a manual-labor department. It was soon found to be more expensive than profitable and abandoned, but in its work of moral and mental culture the school was early a success. Its graduates gave evidence of skillful, careful instruction and guidance by the high rank which large numbers of them took and maintained in the various colleges to which they went, Harvard, Yale, Williams, Dartmouth, Middlebury, University of Vermont, Amherst, and elsewhere.

In 1837 Mr. Coleman resigned his office to accept a like position at Andover, Mass. Mr. S. Stoddard was elected in his place, but declined to serve, although for a few terms he performed the duties of classical

teacher and then withdrew to accept a professorship in Middlebury College. The next principal was the Rev. J. D. Wickham,¹ D. D., under whom the seminary enjoyed a calm and highly useful season of prosperity. To his historical address, delivered at the reunion of 1871, this article is greatly indebted. Meantime, an English department had been established in 1835 under a formal vote of the board and placed under the efficient charge of Mr. William A. Burnham, and during a portion of this same period the Rev. Samuel J. M. Merwin was employed as a teacher of languages and elocution. Principal Wickham was followed in 1854 by the Rev. Joseph Steele, of Castleton, Vt., who was in turn, after two years, succeeded by his predecessor, who had been, with much solicitation, prevailed upon to resume the principalship. In the spring of 1860 Mr. William A. Burnham died. He was a teacher of great force, ability, and influence, and was greatly beloved by his pupils and by all the people. In 1862 the Rev. J. D. Wickham, after twenty-three years of service, resigned. Mr. Burnham's connection with the school covered a period of twenty-five years. To these two men the seminary was greatly indebted for its character and reputation. During their term of office two important steps had been taken. The early problem had been how to push students through preparatory studies at the least possible expense. The manual-training experiment had failed. After a time, also, material with which to carry out the original design of the school was lacking. Hence the classical department proved insufficient and it was found necessary to open an English department. Step by step came amplification and extension of the course of studies to meet the wants of those who required not a special but a general education. The resident attendance increased and this only operated to decrease the number from abroad. The design changed gradually but surely from that of a special school for young men seriously and religiously inclined to that of an academy for general education. This was due largely to local influence. Citizens of Manchester wanted like privileges for their daughters. At first, in 1849, 16 young ladies were allowed admission to certain classes. These ladies all came from the town of Manchester. The arrangement gave satisfaction, and so, in July of the same year, the prudential committee was given power "to establish a ladies' and juvenile department, provided it can be done without any infringement on the Burr fund."

The condition here laid down was entirely met by the bequest of Mr. Josiah Burton, who died in April, 1853. Mr. Burton had set

¹Dr. Wickham a short time before his death, and at the age of nearly 94, kindly prepared at my request an excellent sketch of Burr and Burton Seminary. As the present paper, however, is somewhat more extended, I have thought best to insert this in its stead, though making valuable additions to it from Dr. Wickham's sketch.—G. G. B.

aside a larger fund for a female seminary, providing it should be established within four years from his decease. The trustees became the possessors of this fund, some \$12,400, and, having applied \$3,400 of this to free the school from debt, devoted the balance to "female education." By act of legislature and in view of this bequest the title of the school was changed in 1860 to "Burr and Burton Seminary."¹ In 1871 Dr. Wickham summed up the financial history of the institution as follows:

Including the legacies of Mr. Burr and Mr. Burton and the donations of other residents of Manchester, the amount given in this town appears to have been \$33,776. Adding the contributions from nonresidents, amounting to \$3,384, and we have the total sum given to the institution, \$37,610. For this we have to show, as the present property of the corporation, between 20 and 30 acres of land with the buildings upon it and their appurtenances, and a permanent fund of \$15,000, with an indebtedness of about \$2,500.

Then there existed at this time (1871) two legacies of \$10,000 each, contingent, one in two and the other in five years from the death of two nieces of Joseph Burr. Margaret Burr died in 1862, bequeathing a permanent fund of \$10,000; Mary Burr died in 1865, bequeathing \$10,000 for general purposes. In September, 1884, the treasurer of the seminary received, on account of these legacies, \$21,600, of which about \$10,000 was at once available, and of this sum about \$5,000 was used to clear off existing indebtedness.

The retirement of Principal Wickham in 1862 was followed by a temporary cessation of the school. Not only was there need of repairs, alterations, and additional buildings, but causes everywhere operating at this period had greatly affected the attendance. About \$5,000 was expended. The school reopened with the spring term of 1864 under the direction of William F. Bascom, esq., and Mr. Solon Albee. The former retired in 1865 and afterwards became a professor in Harvard College; the latter conducted the classical department for a few terms and in 1866 accepted a professorship in Middlebury College. The next eight principals of the school were, in order, the Rev. F. M. Olmstead, 1865-66; the Rev. Roswell Harris, jr., 1867; the Rev. L. A. Austin, 1868-1871; Mr. H. H. Shaw, 1872-1878; Rev. James Fletcher, 1878-1881; Mr. Simonds, 1881-82; Rev. M. L. Severance, 1882-1888; A. C. Ferrin, A. B., 1888—. In a note to Mr. Ferrin, under date of February, 1892, he says: "It is impossible for me to give you a tabulated account of the attendance and graduates, as no complete records were kept. The attendance has fluctuated much, rising from

¹As the bodies of these two friends were buried side by side, a common monument over the graves of both with suitable inscription has been erected to their memory, and is one of the conspicuous ornaments of the Delwood Cemetery. But "The Burr Seminary," the name of the marble structure less than a mile distant for the accommodation of the school, will stand a not less fitting memorial of the friends of education whose names are associated in that of the institution.—J. D. W.

50 to 100; since I have been here it has been from 60 to 90. The graduates have averaged about 7 a year, I think." Credit is due Mr. Ferrin for assistance in preparing this sketch.

The original benefactions to this institution provided "for the education of deserving young men of limited means who are preparing for the ministry." This object is not yet lost sight of, for all young men who have the gospel ministry in view enjoy tuition and room in the seminary building free of cost, while all bills to clergymen's children are discounted 15 per cent. But the annual catalogue to-day discloses these as the present objects of the school: Thorough training for both sexes in the classics and English branches; ample preparation for admission to any New England college; preparation for the duty of citizenship, and "to provide a well-appointed Christian home." Instruction is given by a corps of 6 teachers—3 gentlemen and 3 ladies—all chosen with reference to fitness for their work. Six courses of study are outlined—the classical, Latin-English, modern language, higher English, preparatory, and music. Attention is given, though the school is nonsectarian, to religious training. Pupils are required to attend two services on the Sabbath, while daily devotions and a weekly prayer meeting are maintained. The seminary possesses also a gymnasium, by no means elaborate but sufficient with the opportunities for outdoor exercises to promote the interests of physical culture. Two literary societies, under the direction of the teachers and supplementing the regular work of the school, are maintained. All the pupils are expected to become members of one or the other of these societies. The library, in the report for 1890, was said to contain 400 volumes, while a reading room, supplied with the best magazines, newspapers, and reviews, is open for daily use. A tax of 25 cents a term is levied for its support. By vote of the trustees there was established in 1890, as a permanent feature of the school, the seminary lecture course, in which "persons of well-known ability" address the students. The sciences are taught objectively and experimentally, suitable appliances existing for that purpose. At the close of each term the pupils are examined as to progress and proficiency, both orally and through written exercises, while once each year assistance in this work is given by an examining board appointed by the trustees. The board of trustees in 1891 numbered 14 members, headed by the Hon. E. B. Burton, A. M., as president. One of its members, Hon. Loveland Munson, A. M., is the historian of Manchester and a member of the supreme court of Vermont. The 1891 catalogue gives the names of 95 students, divided as follows: Postgraduate, 1; seniors, 9; juniors, 8; subjuniors, 14; first year, 31; preparatory, 13; unclassified, 19. The building, a large stone structure with handsome front and extensive grounds, overlooks the village of Manchester, with Equinox Mountains on the west and the Green Mountain range on the east. It

accommodates about 50 students, and this is apparently sufficient, as of the 95 pupils registered last year 50 gave Manchester as their residence.

Both the seminary building and the principal's house are heated by steam and furnished with every appliance for convenience and comfort.

Black River Academy (Ludlow, October 23, 1834).—About the year 1833 the Baptist denomination proceeded to take measures looking toward the establishment of a secondary school in Windsor County. The towns of Cavendish and Ludlow, having a population of about 1,500 and 1,250 respectively, were appealed to for aid. The town of Ludlow agreed to erect a proper building, and secured thereby an institution of great importance to Windsor County and the State. The Windham County residents thereupon determined to locate a like institution at Townshend. The former school was given the title of Black River Academy, the latter that of Leland Classical and English School. May 20, 1834, there met at the hotel of John Howe, esq., in the town of Ludlow, a body of gentlemen who voted first to establish an academy at Ludlow, and next to give power to a committee, composed of Horace Fletcher, esq., R. Washburn, esq., Hon. Jabez Proctor, and J. Lawrence, esq., to secure proper legislation. This was obtained in the form of a charter October 23, 1834. The following incorporators are named: Daniel Packer, Baptist pastor at Mount Holly; Joseph M. Graves, Baptist pastor at Ludlow; Jabez Proctor, a leading merchant of Proctorsville, and father of Senator Proctor, of Vermont; Moses Pollard, of Plymouth; Judge Reuben Washburn, Rev. C. W. Hodges, Rev. Joseph Freeman, Rev. Jacob S. McCollom, Congregational pastor at Ludlow; John F. Colton, esq., Horace Fletcher, lawyer and afterwards Baptist pastor at Townshend; Jonathan Laurence, esq., Stephen Cummings, esq., Dr. A. G. Taylor, Dr. Nathaniel Tolles, and Augustus Haven, a merchant. Organization was effected December 31, 1834. This meeting also adopted the plan of soliciting funds through subcommittees, the funds to be applied in the purchase of astronomical, chemical, and philosophical apparatus. Efficient work on this plan resulted in the possession within a year of an excellent equipment by the academy. Special mention is made of an "elegantly mounted refractory telescope," costing \$300, and an "excellent piano." At this meeting, December 31, 1834, Mrs. Rebecca Angell was elected principal of the "female department," at a salary of \$200 per year.

The board decided, on the 23d of January, 1835, to open the academy on "Monday, March 9," following. Tuition was established as follows: Common English studies, \$3 per quarter; higher English and ancient languages, \$3.50; modern language, \$4. Mr. Zebulon Jones was placed in charge for the spring term, 1835. The closing terms of the first school year were presided over by N. N. Wood, A. B. The attendance this year numbered 180 pupils—95 boys, 85 girls—and

of these 137 pursued the English branches and 43 the languages, probably the ancient classics. Of the latter, 35 were boys who doubtless contemplated a preparation for college.

After the close of the spring term in 1836 the trustees decided to adopt the plan of placing the financial responsibility upon the principal. Mr. Wood, having refused this offer, was succeeded by the Rev. D. N. Ranney, who was followed one year later by the Rev. W. D. Upham, and he in turn was succeeded, until December, 1840, by Mr. Franklin Everett, subsequently a resident of Michigan. The academy had now been in operation nearly six years, a matter of some twenty-three terms of 11 weeks each, and had already had four principals, but notwithstanding this fact the institution was in a prosperous condition. Identified with the school during much of this period and up to 1841 was Mr. James H. Barrett, as assistant principal. Mr. Barrett's service, being continuous and well applied, was of great value to the institution. He afterwards went to Ohio, and was made a Commissioner of Pensions by President Lincoln, of whom he wrote a well-composed biography. The fifth principal was R. W. Clark, A. B. (Dartmouth). Mr. Clark acted for a period of four years, lacking one term. He afterwards read law with Gov. P. T. Washburne and Hon. D. Bradley, and located in the practice of his profession at Brattleboro.

The great and often irreparable misfortune of destruction by fire befell Ludlow Academy on the night before the opening of the fall term of 1844. Such a calamity doubtless completed the annihilation of Clio Hall in 1803. It temporarily closed the grammar school in Rutland County in 1800. It well-nigh ruined the Montpelier Academy. It was the contingency by which the future of many an early academy was constantly threatened. In the case of Ludlow Academy the result was its transference to the upper half of a brick meetinghouse, erected by Elihu Ives in 1819. In this place it remained until August 27, 1889. It then entered a new and magnificent building, dedicated on that day.

Principal Clark did not complete the school year of 1845, the spring term of that year being taught by C. H. Chapman, esq.

The sixth principal was W. B. Bunnell, A. M. (1845-46), assisted by his wife. He also for a time served in like capacity in the Townshend Academy and subsequently moved to Illinois, where he died. From 1847 to 1852 the academy enjoyed a period of prosperity under the able, persistent, and popular guidance of Claudius B. Smith, A. M., a graduate of Middlebury College. He was assisted by C. Knowlton in the classical department and by Miss S. P. Wilder, preceptress, who married Hon. James W. Patterson, ex-United States Senator and now superintendent of schools for New Hampshire. During 1848 Austin Adams, A. B., was the assistant, as was Hiram Hitchcock, A. M., of New York, in 1849-1851. All these were men of ability

and made for themselves distinguished records. Mr. Smith, after leaving the Black River Academy, acted as principal of the Leland Seminary for seven years and then took charge of Brandon Academy until 1864. During 1861 and 1862 he served as chaplain of the Second Vermont Volunteers, and since 1864 has been employed in the Treasury Department at Washington. Austin Adams graduated from Dartmouth College in 1848. He taught at Ludlow and Randolph, Vt., a few years. Entering upon the practice of law, he was eminently successful, becoming, in 1885, a judge of the supreme court of Iowa, to which State he had moved. Hiram Hitchcock entered business. His health failing, he was forced to travel, and gave much attention to archæology. He is a trustee of Dartmouth College, the Metropolitan Museum of Art, the Lenox School for Boys (New York City), and of the Black River (Vermont) Academy. Mr. Hitchcock is also a member of the British Society of Archæology, the New York Academy of Sciences, and the American Geographical Society. Besides this he gives attention to the duties of a directorship in various banks and railways. Mr. Hitchcock married Miss Mary Maynard, a student of the Black River Academy in 1848-1850. She was a lady of great power, personal magnetism, and culture, and shared the studies of her husband. Their common work in the interests of education, truth, and science has the merit of an unobtrusive activity and the virtue of well-directed application. A magnificent hospital building, adjunct to the Dartmouth Medical College, at Hanover, N. H., is her memorial. Under the guidance of such men Black River Academy prospered. In the year 1852 George W. Gardner, D. D., accepted the principalship. He remained one year, assisted by Mr. J. J. Ladd, A. B. Mr. Gardner eventually became the president of the Central University of Iowa, retiring therefrom in 1884 by reason of poor health. During the school year 1853-54 the Rev. Mark A. Cummings was the principal. He was followed by Moses Burbank, A. M., afterwards the editor of the Black River Gazette, published at Ludlow. Mr. Burbank taught until 1860, devoting six years of able, painstaking service to the school. He died at Ludlow, March 11, 1867. Mr. Burbank's successor was the Rev. Arthur Little, D. D., now of Dorchester, Mass. Mr. Little was a graduate of the Kimball Union Academy, Meriden, N. H., and of Dartmouth College, class of 1860. He taught at the Lyndon Academy in the fall of 1860, Thetford Academy in the following winter, and Black River Academy in the spring, summer, and winter of 1861. Mr. Little afterwards studied theology at the Andover and Princeton seminaries, and has earned a wide reputation as a preacher and theological writer. More recent principals have been the following: Milton C. Hyde, A. M., 1862-1870, whose place for one year was taken by Capt. L. E. Sherman and W. B. Stickney, esq.; S. A. Giffin, A. B., 1870-1874; Herbert Tilden, A. M., 1875; G. G.

Farwell, A. B., 1876-1883; John Pickard, A. B., 1883-84; Henry H. Kendall, A. B., 1885; George Sherman, A. M.

Capt. Henry B. Allerton, from whose historical address, delivered in 1885, the above facts are largely gathered, gives a long list of names representing the academy's graduates who served in the civil war. Among these are found that of Gen. George E. Bryant, of Madison, Wis.; Col. Henry M. Pollard, member of Congress from Missouri; Col. Redfield Proctor, class of 1846, ex-governor and present United States Senator from Vermont; Rufus Freeman Andrews (1846), surveyor of the port of New York under President Cleveland, and Alanson W. Beard (1846), collector of the port of Boston in 1885. "Probably," writes Mr. Atherton, "the Black River Academy has had over 5,000 pupils who received some of the elements of a higher education during the fifty years of its existence, or an average of over 100 new students each year." It has performed this work without endowment, and, because of its poverty, with an average change of principals every other year.

In the year 1885 the academy celebrated its semicentennial anniversary. On this occasion the Hon. W. H. Walker, of Ludlow (1853-54), delivered the address of welcome. Capt. H. B. Atherton (1851-55), of Nashua, N. H., read a valuable historical address. Rev. Homer White, of Randolph, Vt., and Edwin Blood (1851), of Newburyport, Mass., read original poems. The orator of the day was the Rev. Arthur Little, D. D., principal in 1861. The following year there was another reunion of the alumni, presided over by the Hon. R. W. Clarke, second principal of the academy. At this meeting Judge W. H. Walker announced the need of raising \$15,000 for the erection of a new school building. Friends and alumni of the academy undertook the work of raising this money and succeeded in obtaining \$16,385.35. The heaviest donors were Hiram Hitchcock, of New York; Dexter Richards, of Newport, N. H.; Edward E. Parker and Harry P. Stimson, of Kansas City. Hon. Redfield Proctor furnished a marble slab for the front elevation, with the inscription "Black River Academy," and Hon. D. H. Heald, of New York, a 1,017-pound bell.

As at present organized, the academy supplies instruction under four heads: Grammar grade, the English course, the Latin-scientific course, and the classical course.

The division of students for the year 1890-91 was as follows: English course—girls, 62; boys, 42; total, 104. Classical course—girls, 4; boys, 11; total, 15. Latin-scientific—girls, 25; boys, 8; total, 33. The total attendance for the year was 152. The graduating class numbered 8.

The instruction is provided by a corps of four teachers—principal, preceptress, and two lady assistants. A special committee acts in the capacity of examiners, while the trustees, of whom there were 24 in 1891, are such *ex officio*. Connected with the school is a literary and

debating society by the title of "Adelphic Union." Good board, including room, wood, lights, and washing, can be obtained at prices ranging from \$2.50 to \$3 per week. Expenses: Common English branches, \$6 per term; higher English and languages, \$7.20 per term.

Randolph Academy or Orange County Grammar School (November 8, 1805).—The town of Randolph, Vt., has for many years enjoyed and deserved the reputation of being an active, though small, center of educational activity. This merit it has acquired very largely through the efforts of a few energetic, persistent, practical teachers, who have become well known to the citizens of this State. These men are Edward Conant, A. M., A. E. Leavenworth, A. M., and Andrew W. Edson, A. M. The first two still serve the State as principals of the Randolph and Castleton normal schools, while Mr. Edson has won the esteem of educators in Massachusetts.

As early as October, 1792, it was voted by the citizens of Randolph "to petition the general assembly for liberty to set up an academy in this place." It was not, however, until 1802 that it was decided "to build a county grammar schoolhouse where the State committee shall set the stake," provided it should be set in Randolph. A committee, headed by the Hon. Dudley Chase, was in this year appointed to solicit subscriptions for that purpose. In 1804 Joseph Edson deeded to this Mr. Chase and nineteen other gentlemen a piece of land, in the center of which the old academy was erected. To-day the same site is occupied and controlled by the State Normal School.

The following list of the principals of the old Randolph Academy is reprinted in the Vermont Historical Magazine from Thompson's Gazetteer: William Nutting, 1807-1813; D. Breck, 1813-14; Rufus Nutting, 1814-1818; George Bush, 1818-19; Samuel A. Worcester, 1819-20; Joseph Sawyer, 1820-21; Rufus Nutting, 1821-1828; Clement Long, 1828-1831; John Fairchild, 1831-32; T. G. Brainard, 1832-1836; Samuel A. Benton, 1836-1838; Azariah Hyde, 1838-1841; Edward Cleveland, 1841. Thompson also accords to the academy, in his record, a literary society with a library of 300 volumes. Caroline B. Weymouth, corresponding secretary of the Randolph Normal School alumni, in her history of that school for 1885, writes:

Of this school (the academy) we can judge only by its alumni. Its value is attested by such sons as Hon. Jacob Collamer, Rev. Azariah Hyde, Rev. Constantine Blodgett, for fifty years pastor of the First Congregational Church of Pawtucket, R. I., Amos Dean, esq., a celebrated attorney and dean of the Albany Law School, Governor Converse, Judge Barrett, of the Vermont supreme court, Hon. Justin S. Morrill, and a score of lesser lights, whose names will occur to our older readers.

It appears to be impossible to obtain complete records of this academy. There were other principals, of course, besides those mentioned above. Miss Weymouth writes:

In the last decade came R. M. Manley, Andrew Freeman, George Dutton, Mr. Willard, and doubtless others. Next preceding Mr. Conant was Mr. Fisher.

Finally, the grammar school and academy, after a long discussion, and through the thoughtful and persistent advocacy of Mr. Edward Conant, now called "the father of Vermont normal schools," passed under State patronage and control February 26, 1867, with the full consent of its trustees. Edward Conant is perhaps the best known, as he is one of the most beloved teachers in Vermont. He was born in Pomfret, Vt. He studied at Thetford, did college work at Dartmouth, and very early gained practical knowledge of his art in various district schools. From 1861 to 1867 he served as principal of the Orange County Grammar School. He was its last principal. During this period he directed attention to the idea that the academy should give place to a teachers' training school. He succeeded in obtaining affirmative action upon this idea, and became in 1867 the head of the first normal school in Vermont.

Lamoille Academy (November 8, 1832), Lamoille County Grammar School (November 15, 1836), Johnson Normal School (December, 1866).—The report is that some time about the year 1828 there was opened in the town of Johnson an academy; that this academy comprised sixteen pupils, instructed by a Dr. Carpenter. The tradition further is that this school was first held in what is now the town clerk's office, and that this office had originally been a shoe shop. Dr. Carpenter succeeded in erecting the first academic building where the normal school now stands. He was followed in 1830 by Mr. Perry Haskell, a graduate of the University of Vermont. During Mr. Haskell's administration the academy was incorporated, but was rechartered November 15, 1836, as the Lamoille County Grammar School in order to acquire rights in public lands.

S. H. Pearl, A. M., principal from 1863 to 1871, writes as follows in Volume II, page 674, of the Hemenway Gazetteer:

The teachers after incorporation, so far as can be ascertained from the records, have been as follows: E. M. Toof; C. Adams; B. J. Tenny; Rev. William T. Herrick, later of Castleton; Lyman T. Flint; Simon N. Stevens, who died in the midst of a good degree of success; Rev. Jason F. Walker, under whom the school was in a flourishing condition; L. O. Stevens, who solicited subscriptions for repairing and enlarging the house, \$1,200 being expended as the result of this effort; Z. K. Pangborn, under whom the school numbered at one time 225 pupils, the highest number reached during its history; N. M. Wallace, R. C. Benton, M. P. Parmelee, L. D. Eldridge, now a prominent lawyer in Middlebury—each having a good degree of success; Joseph Marsh, a son of President Marsh, of the University of Vermont, who had charge of the school but a short time; Samuel H. Shonyo, who became principal in 1860, continuing several years; George W. Squier, who also had been connected with the school at a previous date; Miss Myra Benton, who had charge of the school during the fall term of 1863; and S. H. Pearl, who became principal at the close of the fall term of 1863 and continued to act in that capacity to June, 1869. The building was originally erected and supplied with a good chemical and philosophical apparatus by voluntary subscription. It was thoroughly repaired in a similar manner while the school was in the charge of L. O. Stevens, and in the summer of 1866 the building was almost entirely rebuilt and enlarged to more than double its former size, finished and furnished in a most substantial manner, to meet the increasing

wants of the school, the means being mainly furnished, as before, by the subscriptions of an enterprising and generous community.

The school has struggled along with the varying fortunes of kindred institutions in this State, sometimes flourishing vigorously and then declining until some new impulse should again give it life. It accomplished a good work in the community. It has fitted many for the responsible positions of teachers, as well as prepared a large number of young men for a collegiate course. It has numbered among its teachers many graduates from the various colleges, some of whom have ranked high as teachers, and some have attained to honorable positions in other callings or professions. The reputation of the school has generally been such that it has been extensively patronized by students from neighboring States and from the Provinces.

S. H. Pearl, M. A., the writer of the above account, was a graduate of the Craftsbury Academy and of the University of Vermont, class of 1859. He entered upon his duties in the Lamoille County Grammar School in the fall of 1863, and at once succeeded in bringing a good degree of prosperity to the school. Its further history is to be found in the account of the normal school into which it was merged.

Rutland County Grammar School (Castleton, October 15, 1787).—In the year 1786 the people of Castleton raised money by subscription, erected a building, and established a school upon ground given by Samuel Moulton. The school was known as the Gambrel-roof Schoolhouse until the 15th of October, 1787, when the legislature authorized the opening of a county grammar school in this building. Under this act no provision was made for a corporation. Therefore, as a grammar school, it continued to operate under a board of managers until 1800, when the building was destroyed by fire. October 29, 1805, the legislature passed a second act, confirming a grammar school in the county of Rutland, and designated a board of trustees. A full list of trustees from 1805 to 1870 is given in the Hemenway Gazetteer, Volume III, page 519. The act also provided in its third section—

That the house in Castleton lately erected on the spot where stood the schoolhouse for said county, which was lately destroyed by fire, be, and is hereby, established as a county grammar school for said county so long as the inhabitants of said Castleton shall keep the same, or any other house at the same place, in good repair for the purpose aforesaid, to the acceptance of the county court of said county.

A large sum of money expended on this school was furnished by the people of Castleton. There were besides a few limited subscriptions and the well nigh inconsequential income from the rents of public lands. October 29, 1828, the name of the school was changed to "Vermont Classical Institute," but by an act of November 1, 1830, the former title was restored. The original board of trustees organized as follows: President, the Rev. Elihu Smith; secretary, A. W. Hyde; treasurer, Enos Merrill. The first preceptor, a title yet in use among the older citizens, was the Rev. Oliver Hulbert. Mr. Hulbert taught with success in the Gambrel-roof schoolhouse and probably held his position until the year of its destruction by fire. He afterwards located in Ohio as a minister of the gospel. The new building was

opened under the supervision of Mr. R. C. Moulton. His successors up to the year 1820 were William Dickinson, Eleazar Barrows, John L. Cazier, Horace Belknap, and the Rev. John Claney. Thus far the character of the work done by the school was largely influenced by the frequency with which changes occurred in its management, but in 1820 Mr. Henry Howe accepted the charge with a view to permanency, and his administration, covering a period of six years, brought to the institution increased numbers of pupils and prosperity. He was a hard worker, a good organizer, and subsequently became a teacher of wide reputation in the State of New York. About 1826 and for one year thereafter the school passed under the direction of the Rev. Edwin Hall, D. D., afterwards president of the Auburn Theological Seminary, New York. He was succeeded by Solomon Foote, who later served Vermont in the United States Senate. His varied learning, natural powers, and easy adaptability to conditions, all devoted to the interests of the school, brought it popularity and prosperity. But in a short time Mr. Foote, finding the accommodations too narrow, conceived the plan of a high school for boys and, assisted by Messrs. Fordice Warner and A. W. Hyde, actually erected and dedicated a large building at a cost of \$16,000. Mr. Foote's "school for lads," for he had resigned his trust as grammar-school preceptor, did not meet with the expected patronage and he soon turned over his interests to Mr. A. W. Hyde. Meanwhile the grammar school languished, struggling along under frequent changes of principals and unable apparently to remove the obstacles to its prosperity. It had, however, able men at its head, such, for example, as the Rev. Truman M. Post, D. D., now of St. Louis, and Mr. John Meacham, afterwards a Representative in Congress. But Mr. Foote's scheme of a high school for lads was destined after all to be of service to the county academy. Its building, fine for the time, had meanwhile been turned into a tavern and then into a medical college. Later it was offered to the Episcopalians and next to the Baptists, for denominational purposes. The grammar-school corporation needed the building but had no money with which to buy. They finally obtained a lease of it for four years, at an annual rental of \$400, and in 1838 effected a contract for its purchase in full. The Rev. Charles Walker, D. D., of Rutland, and the Rev. Lucius F. Clark were made associate principals. The school was at once made a boarding as well as day school, and soon had an enrollment of 200 scholars. Mr. Walker retired after one year, but Mr. Clark remained in office until 1837, when he accepted a call to the chair of chemistry and natural history in the University of Tennessee. Associated for a time with Mr. Clark and for one year sole principal was the Rev. Mr. Meack.

In the year 1838, having bought the academic building and being now in debt, the corporation elected to the preceptorship the Rev.

E. J. Hallock. His services proved eminently useful, first, in the activity and ability displayed in raising funds for the payment of the mortgage indebtedness upon the building; and second, in the character of his work as a teacher and director for eighteen years. He resigned in 1856, and died of cholera soon after in St. Louis, Mo. He was succeeded by the Rev. Azariah Hyde, and he in turn by Rev. Mr. Knowlton in 1858. A new departure was effected in 1862, when Miss Harriet N. Haskell, as lessee and principal, became the head of the school. Miss Haskell remained five years, conducting the school with much success, and resigned in 1867 to accept a call from Monticello Seminary, Godfrey, Ill. Her departure was followed by two years of great depression and a marked reduction in the number of pupils. In 1869 the Rev. R. G. Williams was called to the principalship, a gentleman of large attainments and experience as a teacher. By his efforts there was held, on the 29th of January, 1870, a reunion of the former pupils of the institution, who came from all parts of Vermont, to the number of about five hundred. Besides these there were representatives from nearly every State and Territory in the Union. This fact substantially testifies, in the absence of other records, to the wide influence exerted by this institution, which represents but one of Vermont's early academies and grammar schools.

For its further history see the "Castleton Normal School."

New Haven Academy (begun November, 1855), Beeman Academy (November 15, 1869).—The facts here given are directly taken from the State school report for 1874. This academy, prior to the passage of the act of 1869, was known as the New Haven Academy.

Pursuant to public notice a meeting was held at the schoolhouse to take into consideration the subject of building an academy. The following resolutions were presented to the meeting, discussed, and passed:

Resolved, That the interests of education in this community demand the erection of a building suitable for an academy, and therefore we will at once take the necessary steps to build one.

Resolved, That the academy shall be under the control of a board of trustees.

A committee of five gentlemen was appointed to carry out the spirit of the above resolutions by drawing up and circulating a subscription paper to raise a sum to defray the expenses.

An amount that was deemed sufficient was raised in sums from \$5 to \$100, and a meeting was called by the committee to be held on February 6, 1855. The subscribers met and organized by the appointment of Rev. Samuel Hurlbut, chairman, and E. S. Bottum, secretary. A corporation was formed under and by virtue of chapter 85 of the compiled statutes of the State of Vermont, and articles of association were adopted. A board of eleven trustees were elected by ballot on February 13, 1855, to hold their offices during good behavior, with power to fill vacancies occasioned by death or otherwise and to increase their number to seventeen.

The subscription was placed in the hands of the board of trustees, which was at once organized. A code of by-laws was adopted and measures were taken to secure a site and plans for a building. March 17 a site was chosen, and during the following summer a building was erected. November 17, 1855, the Rev. Otto S. Hoyt was elected principal. He resigned August 25, 1858. John P. Torry was elected to succeed him September 3, 1858, and he was followed by Milton J. Hyde, Almon Clark, George W. Squire, and H. H. Shaw. September 5, 1865, Rev. C. B. Hulbert was elected president of the board, and May 3, 1867, the trustees took steps to create a permanent endowment for the academy. Several articles were printed by the papers of Addison and Chittenden counties, soliciting financial aid, and individual citizens pledged themselves to make good any deficiencies arising from insufficient tuition, but a satisfactory teacher was not secured. The effort was renewed in 1868, and on the 27th of July the trustees contracted with Capt. A. E. Leavenworth, insuring him a stated salary and assuming, on their part, all expense of conducting the school. Repairs were now made upon the building and suitable apparatus was bought for the proper work of the school. From August, 1868, to August, 1870, there was raised by subscription the sum of \$1,030; there was collected from tuitions \$1,695, while there was expended for repairs, apparatus, current expenses, and instruction, \$2,735.33.

About this time the academy received a bequest of \$6,000 from the estate of Anson P. Beeman, who had been a member of the association formed in 1855, and had since become interested, though living in Burlington, creating a more permanent basis than could be secured on tuition alone. Mr. Beeman died in June, 1869, and bequeathed the trustees \$6,000 on the conditions that said sum be made a permanent fund, the net profits therefrom to apply on instruction; that an act of incorporation be secured for the academy; that its name be changed from the New Haven to the Beeman Academy, and that the citizens of New Haven should first raise and invest as a permanent fund for the object already named a sum of not less than \$4,000. The act of incorporation was approved by the governor November 15, 1869. In July of the following year the sum of \$5,421 was raised, and on the 28th of the same month the trustees accepted the act of incorporation and proceeded to organize under the same by the election of Hon. Oliver Smith as president, Abel E. Leavenworth, secretary, and George P. Hathorn, treasurer.

This is in brief the history of the change from the New Haven Academy to the Beeman Academy. The former from 1855 to 1870 had had seven principals and twenty-eight different trustees.

Three courses of study were prescribed: English or normal, scientific, and classical.

The expense of board and tuition for the school year of 39 weeks is from \$120 to \$150.

The first principal under the new order of things was Mr. Abel Edgar Leavenworth, who did much during the course of the seven years of his principalship toward establishing the widespread reputation of Beeman Academy.

The academy has continued to flourish under the direction of succeeding principals, and it is believed that it has never given more promise of prosperity than at the present time. The present principal (1892) is Henry Field Ellinwood, who kindly contributed to this sketch.

It is located 8 miles from Middlebury, on the Rutland division of the Central Vermont Railroad. The situation is remarkably salubrious, being absolutely free from malaria, and affords a charming view of both the Green Mountains and the Adirondacks. Although sufficiently retired to secure every needed facility for the quiet pursuit of learning, its social and religious privileges are of a high order. The institution is not under ecclesiastical control, yet the exercises of each day will begin with religious services, and every effort will be made to inculcate sound principles and correct morals.

Derby Academy (1839, Derby, Vt.).—The following account is published in the State Report for 1874:

Derby Academy was founded by the Baptists in 1840. It has had a somewhat changeable history, but is now again under Baptist control. The property consists of about 2 acres of land, a boarding house, two old school buildings, and a new building erected in 1868. The new building is two stories in height, having on the first floor 4 recitation rooms; on the second, 2 recitation rooms and a chapel, accommodating 300 persons. This building is substantially built and cost about \$12,000. The location of the academy is a favorable one. It is only 4 miles distant from Newport, from which place there are railroad communications north, west, and south. As the region round about is mainly devoted to agriculture, it is likely to furnish the best class of students for an academy. Three courses of study are arranged, namely: An English course of four years, a ladies' collegiate course of four years, and a classical course of three years.

Green Mountain Perkins Academy (1848, South Woodstock, Vt.).—State Report, 1874, page 307:

It was incorporated in 1848 and has since been in successful operation. In 1870 its name was changed to the Green Mountain Perkins Academy, in honor of the late Gains Perkins, an eminent benefactor of the school. Lately (1874) having received an endowment of \$12,000, it stands on a permanent basis and is in good condition to continue its work of usefulness in the future as it has in the past.

Oak Grove Seminary (1853, Pownal, Vt.).—State Report, 1874, page 307:

The first principal was M. N. Horton, A. B., a graduate of the class of 1853 at Williams College. He had 57 scholars the first term. In 1856 A. G. Pattee and A. Pattee were principals and had about 100 students. In 1872 the old board of trustees resigned and a new board was elected. It was principally through the enterprise of Thomas H. Hall, president of the board, that the seminary was thoroughly repaired.

Chelsea Academy (1851, Chelsea, Vt.).—The following facts were obtained from John M. Comstock, the present principal of Chelsea Academy and the statistical secretary for Dartmouth College:

Chelsea Academy, chartered in 1851, began its work in 1852 under the principalship of Jonathan Ross, now the chief justice of the supreme court of Vermont. He was principal for three years, 1852–1855. There is no record of any formally graduated classes, although a few students here prepared for college. The school never had an endowment. Its chief constituency was of the neighboring towns and in general the pupils passed but few terms of school life at the academy. Mr. O. D. Allis succeeded Judge Ross and during the fall and winter of 1856–57 the charge fell upon Chester C. Conant. Azro A. Smith (H. V. M., 1856) was principal during the summer of 1857. Horace B. Woodworth (D. C., 1854) followed for the year 1857–58, and John Paul (D. C., 1847) was also here for a time; but the academy was rapidly running out. David F. Cole (D. C., 1861) was here in the spring of 1862, and perhaps a short time before, and went from Chelsea as the captain of the local company in the Twelfth Vermont. The school at this time became practically a select school, holding two terms each year, and was usually taught by women. In 1870 the building was destroyed by fire, and not until 1884 was the academy organization revived and an arrangement made with the school district by which the district furnishes the building and the academy maintains the school.

Harmon J. Locke (D. C., 1881) was principal from the fall of 1884 to the spring of 1886, in which year he was succeeded by the incumbent, Mr. J. M. Comstock. During the year 1890 the academy employed 2 teachers, had a general enrollment of 73 pupils, and the largest attendance for one term was 56. Of these pupils 1 studied Greek, 4 Latin, 2 French or German. The school year is thirty-two weeks in length. The academy has a small library.

Peacham Academy.—This institution, which was long known as one of the best academies of the State, bears now the name of the “Caledonia County Grammar School.” It is located in the quiet village of Peacham Corner, in the midst of an industrious and intelligent people who take a deep interest in the school.

While the cost of tuition is only nominal, its course of study, extending through four years, is excellent, enabling a young person to secure a thorough preparation for the ordinary business of life, for teaching, or for college, without incurring heavy expense.

A diploma is given upon the completion of the entire course.

Glenwood Seminary.—Glenwood Ladies’ Seminary, at West Brattleboro, Vt., was established as such in 1860. Prof. Hiram Orcutt, who had been principal of the Thetford (Vt.) Academy for some thirteen years, and of North Granville (N. Y.) Ladies’ Seminary for five years, leased the school buildings of Brattleboro Academy, erected a boarding hall (at the expense of \$6,000), and opened the school as a ladies’ seminary, and as a private enterprise.

The school was opened for the reception of pupils on the 26th of September. Every room for boarding pupils was engaged before the school commenced, and 12 of the 100 boarders occupied rooms in the village and took their meals at the seminary tables. Of the 128 pupils in attendance the first term, 25 were in the senior class and graduated

at the close of that year. The class in instrumental music numbered 80. The school in its various departments was under the instruction of 17 teachers and assistants. The school was now completely organized and equipped for its eight years' work, under the same principal. During all these years the attendance was large and uniform, and the pupils came from many States. The whole number of different pupils was more than 1,000, and the number of graduates 153. In 1865 the principal opened Tilden Ladies' Seminary at West Lebanon, N. H., and conducted both schools, 70 miles apart, for three years. He then closed his connection with Glenwood and devoted all his time to Tilden. Glenwood soon ceased to be conducted as a ladies' seminary.

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CHAPTER III.

SECONDARY EDUCATION—CONTINUED.

BARRE ACADEMY, BARRE, VT.

By J. HENRY JACKSON, A. M., M. D.

A sketch of Barre Academy can not easily be written which does not contain frequent reference to Dr. Spaulding, for, as Rugby and Thomas Arnold are constantly associated in the minds of English students, so will the name of Jacob Shedd Spaulding be lovingly recalled to memory when mention is made of the old academy. No pardon, therefore, need be sought for the commingling of the two names when it is remembered that during the thirty-three years of its existence Dr. Spaulding was its loved and honored principal for twenty-eight years. The writer would also make early mention of Mrs. Mary W. Spaulding, his cultured and efficient wife, to whom he was largely indebted both in his preparation for his life work and in the success he afterwards achieved. So these parents (for they had no other children) of a characteristic New England institution have lived and do live in the hearts and lives of ten thousand sons and daughters of the academy who have found homes in every State and Territory of the Union.

By an act of the Vermont legislature, approved November 13, 1849, this school was incorporated under the name and title of Barre Academy. The first annual meeting was held May 13, 1851, at which time by-laws were adopted and the organization made complete. Four thousand dollars was procured by subscription, a site selected and purchased, buildings erected and furnished, and the first term of school opened September 1, 1852. At the dedicatory exercises the address was made by Rev. Worthington Smith, president of the University of Vermont. In it he alludes to its first principal, J. S. Spaulding, as follows:

We congratulate the friends and patrons of this institution that it opens under the auspices of one whose name we who have long resided within the sphere of his influence have been wont to regard as an omen of success; an individual who for the last ten years has been identified with the educational movement in the State, and as far as any man has succeeded in impressing the character of his own mind upon it.

The St. Albans *Messenger*, in August of the same year, pays this tribute to Mr. Spaulding when he severed a twelve-year connection with Bakersfield Academical Institution:

During this period he has labored arduously, zealously, and successfully. He merits and will receive the gratitude of a large community that has been benefited by his years of laborious teaching. The people of Barre and of Washington County will do themselves injustice if they do not give to him a generous support.

At the close of this term the first catalogue was issued, in which are the names of 78 male and 94 female students, and the following board of instructors:

J. S. Spaulding, A.M., principal; Mrs. J. S. Spaulding, preceptress, teacher of drawing, crayoning, and monochromatic; Mr. O. D. Allis, Mr. W. B. Parsons, and Miss L. A. Allen, assistant teachers; M. A. Letestu, teacher of French; Prof. U. L. Phillips, teacher of music; Miss E. M. B. Felt, teacher of painting; Mr. J. W. Swasey, teacher of penmanship.

The same pamphlet thus announces the objects which the trustees and teachers had in view:

First, to furnish the youth of this vicinity the means of securing a sound, practical education for the business of life. Second, to afford to young men designing to fit themselves for college the opportunity for so doing on terms as reasonable as at any other institution. Third, to secure to young ladies the means of acquiring a liberal education. Fourth, to qualify and prepare those who wish to enter upon the work of instruction for the discharge of their arduous and responsible duties. Fifth, to promote virtue, morality, and piety in the young by inculcating those great moral principles on the observance of which depend the freedom of our institutions and the highest well being of man.

With these objects in view, Barre Academy entered upon an era of prosperity as a training school for young people which resulted in developing strong and useful characters, and gave to the country men and women of integrity and worth.

J. S. Spaulding, A. M., LL. D., was born in Chelmsford, Mass., August 24, 1811, and graduated at Dartmouth College in 1841. He taught school every winter during his college course, and also taught in Bakersfield Academy during the fall and winter preceding his graduation. His marriage to Mary W. Taylor, of Temple, N. H., took place August 24, 1841, and during the next eleven years they were interested in school work in Franklin County, Vt. It was after this experience that Barre Academy secured his services and found in him a man well fitted for the work to be done.

The corporation consisted at first of 15 trustees, which was increased to 25 by an act of the legislature in 1853. These were instrumental in building the academy and in securing stockholders for the erection of a boarding house at a cost of nearly \$4,000. During the same year an apparatus for use in philosophy and chemistry was purchased at a cost of \$1,000, and a legacy of \$500 was made by Calvin J. Keith to establish a library for the benefit of the school. Up to this time, therefore, \$9,000 had been paid into the treasury for the use of the school.

In the announcement for 1853 we find board is mentioned at \$1.50 to \$1.75 per week; tuition, per term, English, \$3.50; Greek and Latin, \$4.50; pianoforte, \$8; vocal music, \$1; penmanship, \$1; oil painting, \$6.

In 1854 we are informed that "the government of the school is designed to be parental, and an attempt will be made to excite in the scholar a love of right doing, and to awaken within him a sense of his obligations to himself, to his parents, and to his Creator."

In 1855 we first learn of "two literary societies connected with the academy to furnish an opportunity for the members of the school to improve in composition and extemporaneous debate." About this time, also, Mr. and Mrs. Marcus Carleton, missionaries to India, and natives of Washington County, furnish the institution a cabinet of curiosities, shells, and minerals, "which will increase the facilities for acquiring a knowledge of natural history." There were at this time four terms of 11 weeks each.

A teacher's class is announced in 1858, and it is stated that "1,000 geological specimens have been recently purchased for the cabinet." At this time and during the more than a quarter of a century that he lived in Barre as principal of this school, Mr. Spaulding labored without a salary. Some of the time he lived in the boarding house and always carried its cares, and his support was derived from the tuitions which came freely in response to his excellent work and strong personal character. As business manager of the school he collected all dues, paid all expenses, and taught its students. During the time he was its principal he employed 26 different gentlemen and 31 lady assistants.

Twenty thousand dollars were contributed in the same period to provide buildings, pay for scholarships, and make up deficiencies. On the twenty-fifth anniversary of the opening of the school in 1877, Rev. C. B. Hulbert, D. D., president of Middlebury College, spoke as follows concerning Mr. Spaulding and his work:

Towering above all, the Nestor of Vermont teachers, stands the man whom we honor in this reunion. Let not our academies count upon the frequent appearance of such men upon the stage of action; they are rare like stars, when only one is shining in the sky. The present principal, backed up by his long success and reputation, can keep the institution going while he lives. He himself is fund and endowment, its crystal vault.

In 1868 Middlebury College did honor to herself and to Mr. Spaulding by conferring on him the title of LL. D. In 1870 he was elected as a member of the State of Vermont constitutional convention, and in 1876 as a representative to the Vermont legislature. Besides his work as teacher, he was railroad commissioner, superintendent of schools, and held many other positions of trust. He was an active member of the church and Sunday school, and for more than twenty years was both deacon and Sunday-school superintendent. He died suddenly April 29, 1880. At his funeral M. H. Buckham, president of the University of Vermont, pronounced these words:

So dies a good man. So ends a blameless, useful, noble life. So goes to God a good and faithful servant. There may be those who have had greater gifts and more varied learning, but there will not be found one who brought to his work a warmer love, a more thorough, earnest, self-sacrificing devotion than Jacob Spaulding.

After the death of Dr. Spaulding Barre Academy was for two years under the management of Arthur N. Wheelock, A. M., when he resigned to accept a place in the Institute of Technology in Boston. His successor was J. P. Slocum, A. B., who remained one year, and was followed by Edward H. Dutcher, A. B., who worked faithfully for two years, with a competent corps of assistants. With the graduation of the class in June, 1885, Barre Academy closed its doors. For a third of a century it had done admirable work for the cause of education. Nearly 10,000 students had been welcomed and benefited. Between 300 and 400 had completed the course of study prescribed by it to prepare them as teachers, or fit them to enter college. Its largest attendance in one year was in 1859, when 326 students were enrolled. Its average annual attendance for thirty-three years had been 236. It had given a thorough and complete discipline to an annual average of ten graduates. The honorable career of these students, and the alumnae, give to the world the strongest possible testimony of the high character of the school. They caught something of their teacher's earnestness of spirit and devotion to truth, and like him whose name they revere have determined "to make the world better for having lived in it." And wherever found in all this great republic they largely exemplify among their fellow men the nobility and grandeur of a devoted instructor.

In 1887 the buildings and grounds of Barre Academy were conveyed by deed to the school district in which they were situated. The consideration of the transfer is that the district shall maintain a graded school which shall prepare its pupils for entrance to college.

Near the site of the old academy there has been erected a fine school building costing \$40,000. Engraven upon Barre granite and placed above the broad arch of its entrance may be seen the words "Spaulding Graded School."

In Barre cemetery is a monument which is visited by many a stranger. It consists of a granite pedestal 8 feet high, upon which is a beautiful figure of Carrara marble, cut in Italy, representing Remembrance scattering flowers on the graves below. Upon one face of the die is this inscription:

J. S. SPAULDING, A. M., LL.D.,

Principal of

Bakersfield Academy, 1841-1852.

Barre Academy, 1852-1880.

August 24th, 1811.

April 29th, 1880.

"Make the world better by living in it."

The reverse represents the rising sun, with an open book in the center, on which are the words "Sit lux."

On the southern face of the die is this inscription:

MARY W. TAYLOR,

Wife of J. S. Spaulding.

Born in Harvard, Mass., January 20th, 1809.

Married August 24th, 1841.

Died September 22nd, 1881.

“Not to be ministered unto but to minister.”

On the north tablet:

Erected by

Grateful Students

In tender remembrance of

DR. AND MRS. SPAULDING

For their enduring

Work of faith

and

Labor of Love.

MDCCCLXXXVII.

GODDARD SEMINARY.

By Prof. D. L. MAULSEY, of Tufts College.

Goddard Seminary was in point of time the third educational institution in Vermont under the direction of the Universalist denomination of Christians. The impetus that led to its establishment was a part of the general awakening to educational responsibilities that prevailed in the denomination about the middle of this century. At the annual meeting of the Vermont convention of Universalists, held August 25 and 26, 1863, a resolution was unanimously adopted “that it is expedient for our denomination to establish and endow a scientific and classical institution of the grade of an academy, to be located in some part of the State.” At the same meeting a committee was appointed to obtain a charter from the general assembly of Vermont, and another committee to locate the school in the place where the greatest advantages were to be secured. The charter was duly granted in 1863 at the fall session of the State legislature, the school being incorporated under the name of the Green Mountain Central Institute.

The committee on location had a more difficult result to compass, since an active as well as kind and generous emulation was manifested by 6 towns—Springfield, South Woodstock, Bethel, Northfield, Barre, and East Montpelier—each striving, by offer of building site and special contribution of money, to secure the location of the school within its borders. But the town of Barre was finally selected as offering greater

aggregate advantages than any other, and the wisdom of this choice has been approved both by the local hospitality since accorded to the school and by the remarkable growth of the town itself. Rev. Eli Ballou was the first president of the board of trustees; Hon. Harvey Tilden, secretary and treasurer, and W. R. Shipman, subsequently a professor in Tufts College, financial agent. Mr. Shipman, taking the field to solicit contributions, soon secured about \$10,000, his interest and active aid being destined to continue from that day to this. Early in the spring of 1867, funds meanwhile having been obtained to the amount of nearly \$50,000, the building was begun under the oversight of a committee consisting of L. F. Aldrich and Charles Templeton, of Barre, and Hon. Heman Carpenter, of Northfield. The work was completed in 1870, after generous effort on the part of the committee and the treasurer of the trustees. To Mr. Aldrich in particular, who gave, unpaid, his careful supervision for three years, is due the substantial character of the structure. The school opened February 23 with 88 students.

It is impossible to portray adequately the financial struggle, which at times seemed about to result in utter defeat, but which always either found some new volunteer to give aid absolutely needed or welcomed the return of some veteran donor to repeat his generosity. Only those that shared in the recurring seasons of hope and despair can truly appreciate the story. At a meeting of the State convention of Universalists in August, 1865, the final \$6,000 was pledged, completing the \$30,000 that had been fixed upon as the amount to be secured before locating the school. Of this amount \$5,000 had been given by Thomas A. Goddard, of Boston, whose interest in denominational enterprises was always more than generous. In 1867 the special contribution of Barre, together with other donations, had increased the fund to \$50,000, which was believed to be sufficient to cover the cost of the building. But during the next year, in the absence of an agent to solicit subscriptions, it was feared that the work of erecting the building would stop. At this point Mrs. Mary T. Goddard, whose husband, the early benefactor of the school, had died in 1868, offered \$5,000 more, on condition that others should contribute the same amount. The acceptance and realization of this condition, together with the receipt of other gifts, relieved the immediate strain, but the rise in prices, occasioned by the war, increasing the cost of the building to \$75,000, left a burden of debt, and, despite the large number of students in attendance, the trustees were unable, even with personal risk, to meet the necessary calls for money. In the midst of this despondency Mrs. Goddard again made a generous contribution, which, with the sum secured by Dr. A. A. Miner, of Boston, met the obligations of the time. A "bell festival," in charge of women of the village, furnished the school with a bell and a balance in money;

besides many persons and church societies made contributions of \$50 each to furnish one of the students' rooms.

In the wake of the business crisis of 1873 \$11,000 was raised—more than half of this sum from Massachusetts and vicinity—by the efforts of Prof. W. R. Shipman, of Tufts College. But the greatest shock occurred at the regular meeting of the trustees in 1875, when, besides a small remainder of the old debt, a deficiency of about \$4,000 was discovered in the running expenses of the school, the greater part of which had arisen during the current year. After serious debate, eleven members of the board assumed the entire debt, taking the notes of the school as security. Seven years later the debt no longer remained, partly through the generosity of some holders of the notes, who abandoned them without recompense. At the meeting when the great deficiency was discovered Professor Shipman was elected president of the board of trustees. Since then the financial history of the school has been more encouraging. The raising of an endowment fund of \$10,000 was prosecuted between 1876 and 1880, the sum being enthusiastically completed by the assembly gathered to witness the graduating exercises in June of the latter year. At present the endowment reaches \$24,000. The amount is securely invested and will be in time increased by certain property bequeathed subject to life interests. It is believed that the institution, after many struggles, is at last on a solid basis of commercial prosperity.

But no institution of learning can be financially successful without the constant aid of sympathizing and untiring friends. Goddard Seminary has had its share of benefactors, some that have given from a well-stored treasury, others that have paid for their generosity with personal self-sacrifice. The remarkable generosity of Mr. and Mrs. Goddard had so emphasized the obligation to their bounty that in 1870 the name of the school was altered to perpetuate the memory of their liberality. It is worth noting that the five towns unsuccessful in bidding for the location of the seminary within their limits have since manifested a warm and substantial interest in its welfare. At the present time there are still faithful friends about the school, ministering to its needs and gaining their only reward in seeing the good that they are doing.

Among its teachers the seminary is fortunate in having had devoted men and women, whose service has not been reckoned at their hire. One figure stands conspicuous among these, known to every graduate by eighteen years of helpfulness, in the class room, in the church, by the sick bed. The death of Miss Persis A. Thompson, occurring at the commencement season of 1890, left the seminary deprived of one whose whole life was so intimately given to its service that she seemed identical with the school itself. To the former students that had known her her loss came as a personal bereavement. Following is the list

of principals, with the term of service of each: L. L. Burrington, A. M., 1870-1873; F. M. Hawes, A. B., 1873-74; Henry Priest, A. B., 1874-1883; Alston W. Dana, Ph. B., 1883-1887; D. L. Maulsby, A. B., 1887-1891; A. W. Peirce, 1891.

From the beginning the aim of the seminary has been, while avoiding the field both of the common school and the college, to lay the foundation of a liberal education. The work has been made introductory to a course in college, when such was practicable; but when not, the aim has been to give the elements of general culture with such thoroughness as to aid in the actual duties of life, and to make better men and women. The record of the alumni shows that more than half of the young men have entered college. Tufts has generally been chosen, but graduates have entered also Boston University, Cornell, Dartmouth, Harvard, the University of Vermont, and other representative colleges.

A few words need to be said concerning the present facilities of the seminary. In location it is fortunate, since its elevated site commands a fine view of the surrounding Vermont hills and is in turn conspicuous from all neighboring points. The building, five stories in height, is of brick, with granite trimmings—the brick being made on the spot from clay discovered during the digging of the foundation. In length the structure is 160 feet. Two wings, $53\frac{1}{2}$ feet long by 43 feet wide, extend from a central part 53 feet square. Shapely towers rise from the front corners of the central part, affording means of entrance through the doorways at their base. Within is accommodation for seventy-five boarding students, besides recitation rooms on the first floor, and in the basement a kitchen, a dining room, and a laundry. Steam heat is supplied. The woodwork is of black ash and butternut, oiled and polished. The whole structure bears evidence of faithful workmanship. The architect was T. W. Silloway, of Boston.

In 1884 the grounds were enlarged by the purchase of an adjacent tract of land, the encroaching village being thus kept at a proper distance, and at the same time a suitable campus for field sports being furnished. During the school year 1888-89 the grounds were graded and beautified at considerable expense, and at commencement the alumni presented a rustic fountain of granite. The latest addition to material facilities is a gymnasium building, 72 by 30 feet, which, well supplied with suitable apparatus, will furnish an adequate means of physical culture.

Four courses of study are offered: An English course, embracing mathematics, English, natural and mental science; another, including the same branches, with the addition of two years of ancient or modern language study; a course in preparation for college; and a course embracing the more advanced portions of all the others, intended for those persons that are prevented by circumstances from entering col-

lege. Instruction by special teachers is given in piano, vocal music, art, and penmanship. The board of ten teachers, besides a matron, aims to do thorough work while maintaining among the students a high standard of behavior.

The attendance of the past five years has averaged 108, about half this number residing in the school building, the remainder coming as day scholars. The school has been favored in the character of its pupils, the instances of vicious conduct being very rare, and the general trend of conduct being toward sterling qualities of manhood. It may be that the system of government is in part the cause of this. The constant endeavor has been to make the school homelike and to furnish a variety of legitimate and profitable means of employing time. While cases of misconduct receive due attention and certain necessary regulations exist, effort is made to teach the students self-government rather than reduce their conduct to obedience to a complicated set of rules.

The present organization of the board of trustees is as follows:

Rev. W. R. Shipman, D. D., president; Hon. A. T. Foster, vice-president; Charles Templeton, treasurer; George W. Tilden, secretary. Executive committee: Rev. W. R. Shipman, Ira C. Calef, Charles Templeton, B. W. Braley, M. D., Hon. Clark King.

VERMONT ACADEMY, SAXTONS RIVER, VT.

By Rev. W. H. Rugg.

The first public movement toward the establishment of Vermont Academy was made at the annual meeting of the Vermont Baptist State convention, held at Windsor November 10, 1869, when the following resolution was adopted:

Resolved, That the time has come when the Baptists of Vermont should awake to an increased interest in the subject of general education, and should express that interest by taking immediate steps to secure the establishment and adequate endowment of a first-class literary and scientific institute for the education of our youth of both sexes.

A committee of seven was appointed to take the necessary preliminary measures for carrying the resolutions into effect, consisting of the Revs. T. H. Archibald, G. S. Chase, W. L. Palmer, M. A. Willcox, S. F. Brown, and the Hons. R. J. Jones and William M. Pingry.

At the meeting of the convention at Hydeville, October 5 and 6, 1870, the committee made, at considerable length, a report of progress, in which they stated that they had addressed a circular to all the Baptist pastors in the State inquiring: First. Do you judge such an institution among the Baptists of this State necessary to their prosperity and advancement? Second. Are you ready to cooperate in maintaining and founding it? And that the answers to both had been, with very few exceptions, unexpectedly hearty and emphatic in the affirmative.

At the meeting Hon. Lawrence Barnes and Rev. Charles Hibbard were added to the committee. At a convention held at Burlington October 4 and 5, 1871, a board of trustees was appointed, consisting of 11 persons, among whose duties, as prescribed by the convention, were those of establishing and locating the new institution, of raising an endowment of \$100,000 exclusive of grounds, buildings, and apparatus, and of securing from the general assembly of the State an act of incorporation. Judge William M. Pingry, of Perkinsville, was the first president of the board, and continued in office until his death in May, 1885. His successor was Hon. Levi K. Fuller, of Brattleboro, who still continues in office.

The persons so elected subscribed articles of association at Burlington June 17, 1872, and assumed the powers of a corporation to be known and called by the name of "The trustees of the Vermont Academy." At the meeting of the convention at Brattleboro October 3, 1872, the board of trustees was increased to 15, and an act of incorporation was shortly after passed by the general assembly of the State, which was approved November 26, 1872, and accepted by a vote of the board of trustees June 24, 1873. By the act of incorporation it was provided that five of the fifteen trustees should be elected each year, four by the board itself and one by the Vermont Baptist State convention, and that three-fourths of the members not elected by the convention should be members of Baptist churches.

Soon after the appointment of the board in 1871, overtures from several villages in widely separated parts of the State were made, requesting the locating of the academy in said villages, with, in some cases, liberal offers of money and property. At the meeting of the board June 17, 1872, when it effected a legal incorporation, interesting facts and proposals were laid before it by Rev. William N. Wilbur, which eventually decided the question of location.

It was stated that Mr. Charles L. Jones, of Cambridge, Mass., a native of Saxtons River, had for some years proposed giving a generous sum of money for the establishment of an academy in his native place; that he had invited citizens of the place to join him in the enterprise; that his invitation had been cordially accepted and a considerable sum of money had already been pledged.

It was further stated that the attention of Mr. Jones and his friends had been called to the project of the Vermont Baptists, and that they had offered to transfer to the board appointed by the Baptist State convention the direction and control of the movement projected by themselves, provided the board would accept the trust and locate the proposed academy at Saxtons River.

On the 28th of August following the board decided to accept the offer. In a circular issued September 11, 1872, the board, through a committee, announced that Mr. Jones had pledged \$20,000; citizens of Saxtons River \$30,000, and Baptists in other parts of the State \$20,000.

At a meeting of the convention board October 2, 1872, Rev. William N. Wilber, of Saxtons River, who had already been set at work by the academy board, was appointed agent to prosecute the work of raising funds. Within one year of the time of his appointment he was able to report that the subscriptions to the \$100,000 endowment fund had been completed.

After this he turned his attention to the raising of money for the purchase of land and erection of buildings. In 1876 the trustees made their first announcement, stating that the Vermont Academy would be open to students of both sexes on the 6th day of September. As no one of the school buildings was completed at that time, the school was opened in a private house, with Horace Mann Willard, A. M., for principal.

Principal Willard was a graduate of Brown University, and had been Superintendent of Schools in Gloucester and Newton, Mass. Under his administration the school grew rapidly in the number of pupils, and in the popularity and efficiency of its work. Mr. Willard continued as principal for thirteen years, when in 1889 he was succeeded by the present principal, George Abner Williams, A. M., Ph. D., a graduate of Colgate University.

During the first fourteen years of the academy's history, ending June, 1890, the number of students in attendance for each year was as follows:

Year.	Attend- ance.	Year.	Attend- ance.
First	56	Ninth	195
Second	109	Tenth	184
Third	126	Eleventh	196
Fourth	131	Twelfth	194
Fifth	139	Thirteenth	193
Sixth	155	Fourteenth	197
Seventh	175		
Eighth	192	Aggregate	2,242

The number of different pupils in attendance these years was 1,151. The first graduating class was sent out in 1879. The number of graduates by years has been as follows:

Class of—	Number of grad- uates.	Class of—	Number of grad- uates.	Class of—	Number of grad- uates.
1879	2	1883	14	1887	15
1880	11	1884	17	1888	15
1881	16	1885	18	1889	15
1882	12	1886	19	1890	23

Whole number of graduates in twelve years, 89 young men, 88 young women.

Graduates of Vermont Academy have studied or are now studying at Yale, Brown, Harvard, Amherst, Middlebury, University of Vermont, Lehigh, Boston University, Wesleyan, Wellesley, Smith, Vassar, Oberlin, University of Michigan, Williams, State University of

Colorado, Massachusetts Institute of Technology, Dartmouth, Newton Theological Seminary, law schools of Harvard, Boston University, Michigan State University, medical schools of Vermont University, College of Physicians and Surgeons, New York.

The students of Vermont Academy have come from every New England State, also from New York, New Jersey, Pennsylvania, Virginia, Wisconsin, Ohio, Colorado, Michigan, Montana, Illinois, Wyoming, Alabama, Missouri; from eighteen States and Territories, and also from Ontario, Quebec, and Nova Scotia.

During the year ending June, 1890, of the total of 197 students, 75 came from other States, or 38 per cent of the whole.

The original purchase of land contained 36 acres, embracing a plateau about 30 feet above the village, in a beautiful maple grove. Recently Col. L. K. Fuller, president of the board of trustees, has purchased and presented to the academy a lot of land lying immediately north of the original purchase and consisting of 30 acres, and about 5 acres more in a separate lot. This last purchase will be used as a farm for the production of supplies for the table of the boarding hall, and opportunities will be given boys to help themselves by work thereon.

A set of farm buildings, unique in design and excellently suited to their purpose, has been built; fine stock, consisting of Holstein cattle, Shropshire sheep, Plymouth Rock fowls, has been purchased; the most approved tools and farm machinery have been secured. All these things look toward the practical side, and the school work in physiology, botany, and chemistry will be made to connect in a practical way with the farm.

Vermont Academy aims to be a school where the boys and girls of Vermont and other States may be trained for their life work, and, as many of the students are the sons and daughters of farmers, they will here receive many valuable and suggestive object lessons in regard to the theory and practice of successful agriculture.

The buildings already erected are the girls' dormitory, Jones Hall, named for Mr. Charles S. Jones, already mentioned; the boys' dormitory, Farnsworth Hall, named for Hon. John A. Farnsworth, a wealthy donor, resident of Saxtons River; Fuller Hall, named for Col. L. K. Fuller, containing the chapel, recitation and society rooms, laboratories, and all other public rooms; Proctor Hall, named for Joel Proctor, of Bolton, Mass., the dining hall; Armory Hall, which contains the gymnasium and furnishes a place for military drill in inclement weather; the Sturtevant House, built by the late B. F. Sturtevant, of Jamaica Plains, Mass., the principal's house. This is built of wood; the others are substantial brick buildings.

Besides these are the storehouse and other buildings essential to the equipment of the school.

The dormitories accommodate 50 pupils each, and the rooms are so arranged that the sun shines into every room during some portion of the day. These buildings, as well as the public rooms, are heated by steam, and they are also supplied with pure spring water brought from the hills in pipes.

The location of the school is excellent. Saxtons River is $4\frac{1}{2}$ miles west from Bellows Falls, an important railroad junction, yet closely connected therewith by telephone, telegraph, and stage.

The landscape about Saxtons River is agreeably diversified with hill and dale, field and forest, and is restful to the eye and brain, when wearied from study.

Two regular courses of study are provided, covering four years each: First, the college preparatory or classical course, which prepares students to enter any of our colleges; second, the academic course, designed for those who do not contemplate a subsequent course of study and which embraces a broader range of subjects than the classical course. All colleges which admit students on certificate admit applicants in this manner from Vermont Academy. Students who are unable to pursue either of these courses may take selected studies, and a preparatory course is provided for those who choose to enter the school before they are sufficiently advanced to enter either of the regular courses. French, drawing, painting, vocal and instrumental music, and elocution, receive special attention, each of these departments being under charge of specialists.

Once a week the whole school meets for discussion of "current topics."

Among the aids to the instruction of the class room are the following: A well-selected and constantly increasing apparatus for the illustration of the natural sciences, history, and geography; a library consisting of about 1,500 volumes; a reading room containing about 50 papers and periodicals; occasional lectures and concerts by first-class speakers and singers.

Three literary societies are sustained by the students—the Pi Beta Phi and Athenæum by the boys and the Kappa Pi by the girls. A periodical is published by the Pi Beta Phi twice a term, entitled the "Vermont Academy Life," which compares favorably with other school publications of its kind.

Pecuniary aid is furnished deserving students from the income of seven scholarships of \$1,000 each and from private benevolence. Some of the pupils earn a part of their expenses by work.

Tuition is free to the children of all pastors and of all deceased pastors of Vermont of whatever denomination.

But it is not the sole aim of Vermont Academy to furnish opportunities for mental culture. There is a trinity in man—body, mind, and soul—and this fact is recognized in the instruction given at this institution.

For the sake of health and physical development the boys receive drill in military tactics and the girls in light gymnastics three times a week. The military department is now under the charge of Lieut. George W. Gatchell, Fourth Artillery, U. S. A., a graduate of West Point in the class of 1887. He is detailed to Vermont Academy by the United States Government. The new tactics are already in use.

Special regard is had for the Christian culture of the pupils. The school was founded as a Christian school. The avowed aim of the leaders in its management and its board of instruction is to make the school a center of Christian culture and influence. The Y. M. C. A. and the Y. W. C. A. have flourishing branches, and the girls also sustain an organization of the King's Daughters.

The motto of the academy seal is "Discere verba et opera Dei" (to learn the words and the works of God). The traditions of the school and the spirit of its management have been in harmony with this motto, and while the academy is not sectarian in spirit or in teaching, it is maintained that in every true, well-rounded education the religious element is essential.

The present board of teachers consists of the principal, George A. Williams, A. M., Ph. D., who has classes in Greek, and the lady principal, Miss Frances L. Davis, who has the department of psychology and literature, assisted by 11 teachers in the different departments.

THE VERMONT EPISCOPAL INSTITUTE.

The Vermont Episcopal Institute was founded by the Right. Rev. John Henry Hopkins, D. D., LL. D., first bishop of Vermont, and incorporated by the legislature November 14, 1854. John H. Hopkins, Charles B. Marvin, Thomas H. Canfield, Edward J. Phelps, and Albert L. Catlin constituted the first board of trustees. The property held by the corporation consists of a tract of land 100 acres in extent, on Rock Point, distant about 2 miles from the Burlington post-office, directly across the bay and within view of the city, possessing advantages of extraordinary attraction in point of healthfulness, pure air, and beautiful scenery. In point of scenery, especially, the location is unexcelled. Rock Point itself is well known for its wild, picturesque aspect; but the lovely view it affords of the lake, the city, the Green and Adirondack mountains, surpasses its own picturesqueness, and situated also, as it is, in the midst of an historical region, the site is a peculiarly advantageous one for a school and seminary of learning. The institute is a large stone building, erected from varieties of marble found upon the place, 125 feet long, 57 feet wide at the north end, and 66 feet wide at the southern end, in which is a beautiful chapel, complete, for the accommodation of 150 persons, and equipped with all appurtenances for a first-class boarding school, which will accommodate 75 pupils, with the principal and his family. The style of

architecture is the collegiate Gothic, of the same general character as prevails in the English universities of Oxford and Cambridge. The building itself, with its deeply recessed windows and doors, tall, projecting tower, and walls flanked with buttresses, presents an appearance which is universally considered grand and impressive. The school has been in operation twenty-four years, the first twenty years in charge of Rev. Theodore A. Hopkins, a son of the late bishop. Mr. Hopkins was succeeded by Henry H. Ross, A. M., an experienced teacher, well fitted for maintaining and increasing the high standard of instruction established by his predecessor. The school year at the institute is forty weeks, generally beginning about September 1, and closing on the first Wednesday in June. The best of opportunities exist for outdoor exercise. The varied grounds form a pleasant place for boys to ramble in the woods, and a well-prepared playground affords opportunity for football and baseball. During the past few years extensive improvements have been made in the buildings and a new gymnasium has been built. Boys are trained for any American college or scientific schools or prepared at once for business.

BISHOP HOPKINS HALL.

(The diocesan school for young ladies at Rock Point.)

On the 5th of August, 1885, the late John P. Howard bequeathed \$20,000 as an endowment for the young ladies' school at Rock Point, provided suitable buildings should be erected therefor by the trustees of the Vermont Episcopal Institute, or the sum of \$40,000 be raised within one year after his death for such buildings. Mr. Howard died October 10, 1885, and before October 10, 1886, the trustees had raised the \$40,000 as required. In 1887 the executive committee, after a full consultation with the architect, agreed upon all the details of the plans, selected a site, and authorized Mr. Canfield to proceed forthwith to execute the plans and erect the buildings.

The school is of a high standard, preparing for entrance to Wellesley, Smith, or Vassar colleges by those who desire to enter them, or to carry forward those who do not to a more advanced and finished education.

The handsome educational edifice is 124 feet long and 62 feet wide. It is built of stone quarried in the immediate neighborhood and is 4 stories in height. The style of architecture is a collegiate or academical gothic, with steep roofs, gables, a cupola, and central tower over the stair projection, treated in forms of massive basement stone walls, principal story stone walls with corners laid in a whitish stone in regular bond. The tower is arranged so that a very extensive and beautiful prospect can be viewed from it for miles in every direction. Looked at from either side, the drive or lawn or lake, the building will ever be taken for just what it is, a church educational edifice.

LYNDON INSTITUTE.

By WALTER EUGENE RANGER, A. M., Principal.

The story of Lyndon Institute is that of most academies. A few schools, established by some princely gift, have begun life like youth born to luxury, but most have been founded in the toil and self-sacrifice, in the prayers and faith of many benefactors. This institution was chartered in 1867 and founded in 1869. Its beginnings, however, were of an earlier date. The imagination may readily supply the story of raising funds, of contributions large and small, of labor contributed by those having no money to offer, of hope alternating with disappointment, of progress and delay, and of the ultimate completion of the building. The founders of the institution were mostly of the Free Baptist faith; it was fostered by the denomination, and its past usefulness and honor, and also whatever service it shall render in the future, will give honor to this body of Christians.

The institute building is a fine structure of brick and granite 100 by 70 feet, having a basement, two stories, and a French roof. The erection of the building exhausted all available funds, and the school opened in great want of furniture and apparatus.

In the autumn of 1870 the school opened with George W. Worthen as principal. J. C. Hopkins, A. M., was principal in the year 1871-72 and John Sewall Brown, A. M., in the years 1872-1881. The average attendance of pupils during these eleven years was 67. During this period praiseworthy work was done under adverse circumstances. Nearly thirty students were graduated and several hundred were instructed. Among these are many men and women who to-day fill positions of service and honor. But the attempt to maintain a school of high standard without endowment failed, and the school was closed in 1881.

Soon the friends of the school by active measures raised an endowment of \$25,000 and improved the school property to the extent of \$8,000. These repairs consisted chiefly in finishing and furnishing the basement and third floor.

In the autumn of 1883 the school was reopened with Walter Eugene Ranger, A. M., as principal, and with three associate teachers. Mr. Ranger has been at the head of the school for several years. There are now 10 teachers. During these eight years the board of instruction has been eminent for its sound scholarship and professional skill. Its teachers have all been graduates of colleges and higher institutions of learning. Some have had the advantages of foreign and postgraduate study. The school began in 1883 with 53 pupils and for two years grew slowly. Its numbers have doubled in the past four years. In the last fall term 160 were registered. The average attendance for the current year is 140, and 225 different pupils are enrolled for the year.

During the eight years 775 different students have been in attendance, and in the past six years 73 have been graduated from the four-year courses and 87 from the commercial department.

The institute offers four courses of study—four years' college preparatory, four years' ladies' classical, four years' scientific, and one year commercial. There are also departments of music, art, elocution, phonography, and typewriting.

During the eight years about \$3,500 has been raised and expended in furniture and school supplies. The institute has a chemical laboratory, a large and very valuable cabinet of minerals, fossils, etc., a well-furnished art studio, a fine reading room, a library of 800 volumes, elegant parlors and other rooms, philosophical apparatus, etc. It has also steam heat, spring water, a boarding department, and large grounds.

In 1883 the cabinet was greatly enhanced by the acquisition of a fine collection of minerals, fossils, woods, birds, shells, etc., at an expense of several hundred dollars. Other valuable additions have been made. It occupies a large room, fitted up for the purpose, with cases of glass and cherry. It now contains over 3,000 specimens, is constantly increased by additions, and in extent, variety, and quality of its specimens is equaled by few school cabinets.

The chemical laboratory is arranged for individual experimenting, and is supplied with sufficient apparatus. In the past it has been of inestimable service to classes in chemistry.

The philosophical and other apparatus, though somewhat limited, is of very considerable value. It is expected that additions will soon be made.

The Young Gentlemen's Philadelphian and the Young Ladies' Literary societies have been organized for several years for intellectual improvement and drill in parliamentary usage. These societies are under the management of students and their activity depends upon the interest of their members.

The Natural History Society was organized for the study of natural objects. Its work is under the supervision of the teacher of natural science and is a part of the regular work in natural history.

The Christian Association of Lyndon Institute was organized for the advancement of the cause of Christ and for the Christian culture of its members. Since its organization it has been in a most vigorous condition.

The Artemian Athletic Association was organized a few years ago to promote field sports and enlarge opportunities of students for physical culture.

A permanent organization of the graduates of Lyndon Institute was effected at a meeting held in the chapel June 12, 1889. Prizes are awarded each year for excellence in public declamation, as also honors for general scholarship.

During 1891 a new boarding hall was erected, called the "Sanborn Students' Home." It is named in honor of Mr. I. W. Sanborn, secretary and treasurer of the institute, and one of its constant benefactors since its organization.

Among the many benefactors of the institute are Hon. S. S. Thompson, D. P. Hall, T. N. Vail, and L. B. Harris, who have given the largest sums. The aggregate gifts of the first two amount to more than \$35,000. Very many others have rendered as worthy service in gifts and labor.

GREEN MOUNTAIN SEMINARY.

The Green Mountain Seminary was founded about twenty years ago by the Free Baptist denomination of Vermont, and is open to both sexes. Besides the English, classical, and college preparatory courses, much attention is given to music, art, and elocution. But one of the chief features of the seminary is the Minard Commercial School, which affords excellent advantages for acquiring a thorough business education. It has a large corps of teachers, commodious building, and is located at Waterbury Center in the midst of some of the grandest scenery of Vermont.

TROY CONFERENCE ACADEMY.

The history of the academy dates from the organization of the Troy Conference of the Methodist Episcopal Church, which in 1833 was formed from the northern part of the New York Conference, being bounded on the north by Canada, on the east by the Green Mountains of Vermont and Massachusetts, reaching about 15 miles south of Albany and extending west to Fort Plain, thence north to Canada.

In the new conference thus formed were men of deep piety, marked ability, and sincere earnestness, who clearly saw and deeply felt the need of a school for the young of their communities. In 1834 a charter was obtained from the legislature of Vermont. The institution was located at Poultney, then as now a typical New England village. Sixty years ago the Methodist Church had little money at its command, but when called upon to contribute for an academy the conference responded liberally. There is no more pathetic page in the church's history than that which records its generosity to her educational enterprises. Some of the preachers literally divided their living with the schools.

Forty thousand dollars was needed, and in the *Christian Advocate and Journal* of September, 1836, we find an appeal by S. D. Ferguson and Cyrus Prindle, as agents, calling for funds. In it they say:

The board of trustees have purchased a farm of 100 acres for \$5,000 and the buildings for the school are going up. The main building is 112 feet long by 36 wide, to be four stories above the basement, and the rear building 90 feet long and three

stories above the basement. The buildings will be very substantial and well adapted to the end for which they are designed; the site is a lovely one. The school is to open the 1st of September. It is a part of the plan of the school to connect with it the manual-labor system. This is required, first, for the preservation of the health of students, and second, to bring education within the reach of those who are not able to pay the full amount of tuition and board in ordinary academies. This class is very numerous, and they are looking anxiously to the complete establishment of our academy in Poultney, with high hopes of obtaining a good education.

The building was ready for the fall term of 1837. However, the trustees opened a school a year earlier in a house standing on the farm, with S. S. Stocking as principal, who gave place at the end of the year to Daniel Curry, later the distinguished journalist and author. Students came in large numbers, and the school took high rank. But some part of the cost of the property remained unpaid. This debt soon became a source of embarrassment, and to be free from it the trustees in 1855 gave a perpetual lease to Rev. Joshua Poor. From 1855 to 1863 Mr. Poor conducted the school as a private enterprise, retaining its name and nominal relations to the conference. In 1863 the property passed into the hands of Rev. John Newman, D. D., who changed the school into one for ladies only, under the name of Ripley Female College. In 1874 the conference repurchased the property and restored to the school its original character and name. Rev. M. E. Cady, D. D., was the first principal. Upon his resignation in 1877 Charles H. Dunton, D. D., who had been a teacher in the institution since its resuscitation, was elected to the position, which he continues to fill.

During recent years a fine building for chapel, recitation, and society purposes has been erected, at a cost of \$14,000. The property is now estimated at \$70,000, upon which there is no debt.

College preparation is made a specialty, though generous provision is made for those who will complete their school days in the academy or go from it directly to professional schools. Graduate courses in the music, art, and commercial departments are also maintained.

About 6,000 different students have been enrolled. Forty-three per cent of all the male graduates have entered the Christian ministry. For four years the number of applicants for admission has exceeded the capacity of the buildings.

Among the principals who have left their individual impress upon the academy should be mentioned Jesse T. Peck, Orin Faville, and Ralza M. Manley. Dr. Peck was at the head of the school from 1840 to 1848, and resigned to take the presidency of Dickenson College. He was elected a bishop of the Methodist Episcopal Church in 1872. Mr. Faville, after leaving Poultney, was lieutenant-governor and superintendent of public instruction of the State of Iowa. Mr. Manley is now a professor in Wellesley College.

Among the subordinate teachers were Erastus Wentworth, D. D.; James Strong, S. T. D., professor of exegetical theology in Drew

Theological Seminary; Henry R. Pearson, late chancellor of the University of the State of New York; W. P. Coddington, professor of Greek in Syracuse University; Rev. R. H. Howard.

Among those who received their academic training in the academy are the late Judge W. C. Dunton, of Vermont; Ezek Cowen, of the court of appeals of New York; Professor Petty, of Burlington; Hon. P. K. Gleed, of Morristown; Hon. R. A. Parmeter and F. J. Parmeter of Troy; Gen. George S. Batcheller, minister to Portugal; Mrs. Julia C. R. Dorr; Gens. W. Y. and Edward Ripley; Rev. Dr. Merritt Hulburd; Prof. L. A. Austin, and Rev. Dr. Joseph E. King.

VERMONT METHODIST SEMINARY.

August 13, 1832, Capt. Alden Partridge and Hon. D. A. A. Buck addressed the New Hampshire conference at Lyndon, Vt., on the subject of founding and maintaining a literary institution within its borders. The conference appointed a committee, of which Solomon Sias was chairman, to consider the subject referred to. This committee reported that "in their opinion the time had come for the conference to extend its patronage to a literary institution within its borders;" and recommended that "a committee of seven be appointed to entertain propositions for locating this literary and scientific institution, with power to make contracts and enter into any arrangements necessary to carry the contemplated object into effect." The report was adopted and seven leading members of the conference appointed. Of three towns desiring the school, Newbury was selected because of the central and very desirable location, and because the town offered to contribute \$6,000, which was half the estimated cost of the buildings. The seminary was chartered in November, 1833, and opened in September, 1834. Funds were solicited by the first treasurer, Timothy Morse, and the building erected under his direct supervision, from plans furnished by Wilbur Fisk of sainted memory. Rev. Charles Adams, D. D., whose very useful and distinguished life ended in Washington, D. C., in 1890, was the first principal, with Rev. O. C. Baker, afterwards a bishop of the Methodist Episcopal Church, as assistant, and Miss Elsie French (later Mrs. Joel Cooper) preceptress. Thus was founded what is to-day the Vermont Methodist Seminary.

Dr. Adams remained in charge of the school for five years, during which time the attendance increased from 122 to 326, and the institution came into very general favor throughout the conference. He was succeeded by Professor Baker, who likewise held the office for half a decade. Under his wise and popular management the success and prosperity of the past were not only continued but greatly augmented. It is not too much to say that very few men ever wielded so strong an influence over their pupils as did Principal Baker over the young men and women of Newbury during his ten years of service

there as teacher and principal. In addition to the duties incident to his office he organized and taught a class in systematic theology. Later this developed into the Newbury Biblical Institute, which in 1846 was moved to Concord, N. H., and is now the School of Theology of Boston University.

In 1844 Dr. Baker resigned to enter the pastorate, and was succeeded by Clark T. Hinman, D. D., afterwards founder and first president of the Northwestern University. From 1848 to 1854 the seminary was under the management of Joseph E. King, D. D., for the past thirty-seven years president of Fort Edward (N. Y.) Collegiate Institute. His administration may be styled among the most brilliant and successful in the entire history of the school. One very important measure of that period was the establishing of the Female Collegiate Institute, chartered in November, 1849, and "designed to afford young ladies a thorough, systematic, and liberal course of study." The institute has gathered to its fostering care many of the brightest and best young ladies of the Green Mountain and Granite States, and numbers among its hundreds of graduates some of the strongest and noblest women of the land.

The principals for the remaining fourteen years at Newbury were: Prof. Henry S. Noyes, Dr. C. W. Cushing, Rev. F. E. King, Rev. George C. Smith, Rev. S. E. Quimby, and Rev. S. F. Chester.

For the first ten years Newbury Seminary was peculiarly fortunate in its location, being central to the conference and in one of the quietest and most charming of New England towns. But in 1844 the general conference designated the eastern portion of this State as the Vermont conference, and in 1860 joined to it the Burlington and St. Albans districts. Soon after the division of her territory, the New Hampshire conference established a seminary under her own control and patronage. These changes in conference boundaries left Newbury at the extreme eastern side of its patronizing territory.

Springfield Seminary, which was established about 1845, and for a time was quite a rival of Newbury, was not more central; nor did it seem wise to longer divide the patronage between the two schools. Moreover, funds were needed to repair the old buildings at Newbury or to construct new ones. To several members of the conference and to the trustees of both institutions this seemed the time for a union and removal to a more central location. Accordingly, after much discussion and a spirited canvass of the advantages offered respectively by Newbury, West Randolph, Northfield, Waterbury, and Montpelier, a removal was agreed upon, and the last-named place selected. To the enterprise the town contributed the grounds formerly used for the United States hospital, and valued at \$20,000. November 6, 1865, the seminary was rechartered under the name of the Vermont Conference Seminary and Female College, and in the autumn of 1868 was moved

to its present location. The boarding-house furnishings and school apparatus were brought from Newbury, while Springfield contributed the entire proceeds from the sale of that property. Thus, by mutual consent the two seminaries were merged into one, having a location central to the conference and State.

Prof. S. F. Chester continued at the head of the school for two years after its removal to Montpelier. Though there was great need of funds in order that the school might be properly equipped, it is doubtful if in any period of its history the seminary has taken higher rank both as regards the number and character of the students and the quality and thoroughness of the instruction received. The largest number of students in attendance during any term was 221.

During the administrations of the two following principals, Rev. C. W. Wilder and Rev. J. C. W. Coxe, D. D., under the superintendence of Rev. S. Holman and Rev. A. G. Button, a large, beautiful, and well-arranged academic building was erected and opened for use in the autumn of 1872, the grounds were improved, and the high character of the seminary maintained, so that it ranked as one of the best secondary schools in the State. It graduated a large number of young men and women who took leading positions in colleges in New England and in some of the Central and Western States. The value of the school property was then fixed at \$82,000. For a number of years following 1874 the school, first under the principalship of Rev. L. White and later under that of Rev. J. B. Southworth, enjoyed a less degree of prosperity.

In 1877 the trustees essayed an experiment destined to be unsuccessful. They entered into an agreement with the Rev. J. B. Southworth by which Mr. Southworth assumed the management of the institution for a period of five years and with full financial responsibility. At first success attended this arrangement, but before the lease expired financial embarrassment caused Mr. Southworth to retire. In scarcely any case has it been found to be a good thing for the trustees of Vermont schools to even temporarily resign their control. On the other hand, the assumption of financial responsibility by the principals of schools has as a rule resulted in failure.

In constructing the new building the seminary became burdened with debt, so that later its usefulness, if not its existence, was seriously imperiled. The most important and successful effort for the removal of this incubus was made in 1882, when Rev. J. D. Beeman was elected president. In five years he increased the attendance by nearly 100 per cent, and raised over \$30,000 in form of annuities and a permanent scholarship fund of about \$15,000. During the ten years since his election President Beeman has devoted his time exclusively to improving the seminary's finances.

During the first forty years of its history the seminary was without endowment. However, in 1875 Noah Granger began the task of raising a fund of \$50,000, nearly all of which has now been secured. His faithful, unyielding, and heroic efforts claim from every friend of the school prompt and grateful recognition.

The present valuation of the property (July 1, 1891) shows the total amount in academic building, boarding houses, cottages, and building lots to be \$94,450; furniture and fixtures, \$12,540.09; total, \$106,990.09. General endowment, interest bearing, \$12,717.64; real-estate endowment, \$5,000; scholarship endowment, \$6,500; total endowment, \$34,217.64.

THE SEMINARY AS IT IS TO-DAY.

The location is most healthful and delightful. The grounds are 100 feet above the town and fully 600 feet above sea level. They are distant from the principal streets about a half mile, so that the school shares all the advantages of a large town, but escapes the disadvantages. In every direction may be seen hills and valleys of surpassing beauty, while 20 miles to the west, in full view, is one of the highest peaks in the Green Mountain system. The class of 1890 secured a handsome fund to be expended upon the campus. Among the improvements are nicely plotted base and foot ball grounds, tennis courts, ornamental trees, fine walks, and a fountain, which was dedicated in 1891, costing in the vicinity of \$1,000. With these improvements it is believed that they are among the most attractive school grounds in New England.

The seminary edifice, completed in 1872, is a substantial 4-story brick building, 115 feet long and 65 feet wide. The boarding house is a frame structure, containing accommodations for 150 persons. The three subboarding houses offer rooms for about 70 students. The buildings are all lighted by electricity, and plans are making whereby the brick structure may soon be heated by steam.

The seminary has always been favored in the class of students gathered in her halls. From the days of Judge D. N. Cooley, the sainted Professor Harrington, Hon. Alden Speare, Dr. George M. Steele, Mrs. C. S. Harrington, and Mrs. C. P. Taplin, until now, her boys and girls have come with less money than character, with less conceit than downright ability and stalwart purposes.

Founded through the self-denial and self-sacrifice of godly men and women, the subject of their devout and earnest prayers, this always has been a Christian school. Rarely does a student complete his course without coming to feel and confess his need of the Divine Teacher. Although the seminary is under control of trustees and faculty belonging to the Methodist Episcopal Church, still its doors are open to all.

Since 1882 the number of students in attendance has more than doubled and is now believed to be as large as at any former period.¹ This remarkable growth may be attributed in part to a higher grade of instruction. The teachers have been instructed with much care, and sometimes at much greater expense. The departments are coming to have more than a local reputation. While others might be mentioned, we refer to the music only. Here are found a full line of good musical instruments, including a 2-manual pipe organ of 21 registers, a director who is a recognized master in his profession, and an arrangement whereby our graduates may, without examination, enter the last grade of the New England Conservatory.

The seminary has seven appointed courses of study, namely: First, modern, four years; second, music, four years; third, art, three years; fourth, college preparatory, four years; fifth, Latin college preparatory, four years; sixth, Latin scientific, four years; seventh, collegiate, four years.

A department in typewriting has also been established.

Provision is made for normal instruction.

The regular courses give thorough instruction in common and higher English, as well as in other branches included in the most advanced normal courses; and by electing from these, students desiring to teach may acquire the best preparation for their work. The number of teachers employed is believed to be sufficiently large, so that the careful student may become well acquainted with the best methods of instruction and government.

Many other advantages for intellectual culture are also afforded. Among these may be named:

(1) *Literary societies*.—The *Æsthetic*, the *Ladies' Literary*, the *Band*, and the *Adelphi* societies, all of which are in a prosperous condition. The societies have neatly furnished rooms and carefully selected libraries.

(2) *Reading room*.—The seminary reading room is well supplied with the leading papers and magazines.

(3) *Lectures*.—Lectures upon scientific and other topics are given from time to time for the benefit of the school. A good course of lectures and concerts is maintained in town by the *Ladies' Library Guild*.

(4) *Library*.—The alumni library contains about 1,000 volumes, and is open to the students, both for reference and circulation.

¹ Number of graduates for 1891, 17; number in collegiate course, 1; number in Latin scientific course, 9; number in college preparatory course, 55; number in Latin college preparatory course, 18; number in modern course, 99; number of unclassified, 61; number in music or art only, 48; number of students in art, 39; number in piano, 57; number in organ, 2; number in harmony, 7; total in instrumental music, 66; number in vocal music, 50; total in music department, 116; attendance, fall term, 240; attendance, winter term, 212; attendance, spring term, 168; total attendance by terms, 620; total number registered, 308.

(5) *Cabinet*.—The cabinet has recently been enlarged by the Frederic Cabinet, the gift of Prof. Solomon Sias, and now contains about 2,000 mineralogical specimens. It has received some very valuable additions in recent years.

The trustees, by authority of the State of Vermont, “are authorized and empowered to establish and confer on female pupils whom they shall deem worthy thereof, and who shall have completed the regular course of study prescribed in said college, all such literary honors and degrees as are usually conferred by the best academies, seminaries, or female colleges.”

Lady students who satisfactorily complete the collegiate course receive the degree of Mistress of Liberal Arts and those who satisfactorily complete the Latin-scientific course the degree of Mistress of English Literature.

An average standing of 96 for all the terms a student has been connected with the institution, provided it be two or more, will entitle that student to a first honor at graduation. An average standing of 91 will entitle a student to a second honor at graduation.

Recently a plan has been adopted by which a few scholarships have been secured, the income from which is to be applied for the benefit of indigent students.

Prizes are awarded at the close of the year to those students who have excelled in general scholarship, Latin, mathematics, English composition, declamation, and recitations. Nine prizes were so awarded in 1891.

The necessary expenditures of a student for the school year are very moderate, the entire cost of room, board, and tuition in common English being less than \$150.

Rev. E. A. Bishop, who was called to the seminary in 1881, is still the very efficient and popular principal. Mr. Bishop is a native of Wrightstown, N. J., where he was born August 24, 1852. He was fitted privately for college, graduated from the Wesleyan University in 1878, taught in Bordentown Female College one year, and was principal of the Durham (Conn.) Academy two years. His administration of the school has been eminently satisfactory and successful.

The institution to-day is in a most flourishing condition. It is not only one of the largest and best-known seminaries in Vermont, but it is doing a work of great importance through the hundreds of young men and women whom it annually educates. Its principals have been men of ability, perseverance, and energy, excelling in works of devotion and loyal self-sacrifice. Its teachers¹ have taken rank among the most successful, most earnest, most conscientious educators in the State.

¹ In this list is found the name of the author of this monograph, who served the seminary as teacher of Latin and Greek for the six years from 1868, when the school was first opened, at Montpelier, to 1874.

ST. JOHNSBURY ACADEMY.

By C. E. PUTNEY, Ph. D., Principal.

The St. Johnsbury Academy is situated at St. Johnsbury, Vt. No location could have been selected better adapted to the purposes of such a school—more beautiful in natural scenery, more healthful, or freer from temptations.

The late Messrs. Erastus, Thaddeus, and Joseph P. Fairbanks, to whom St. Johnsbury is largely indebted for its prosperity, were men of large intelligence, broad views, and generous sympathies. Although their own opportunities for education were limited, they placed a high estimate upon sound and thorough instruction and culture, so directed and pursued as to produce strong, symmetrical, manly and womanly character. Thus wisely discerning the demands that were to be made upon the young men and women of their day, they were moved by a benevolent desire to place within the reach of the young people of their community the advantages of a good school. This desire ripened into a purpose, the nature and drift of which will appear from the following quotation from a letter addressed by Mr. Joseph P. Fairbanks to Mr. James K. Colby, whom they most fortunately secured to inaugurate the work of the academy. Mr. Fairbanks says:

I address you in regard to the establishment of an academy in this place, for which we wish to procure your services as instructor. The design of this institution has been formed by my brothers and myself, and, if carried out, will be done principally at our expense. There are some points in regard to the character of the school which we wish to secure, and which it will be well to name to you.

In the first place, we wish the school to have a decidedly religious character. We deem it very important that moral and religious instruction should accompany intellectual and be interwoven with it. By religious instruction we do not mean the teaching of party or sectarian views, but a constant and efficient religious influence, aiming at conversion of the heart and the implanting of sound religious principles in the character.

In the next place, we wish to aim at the cultivation and improvement of the mental faculties rather than mere acquisition. We believe that pupils are too often driven through various branches of study, acquiring only a superficial acquaintance with them, and deriving little advantage from mental training, whereas the great object of education, in our view, is discipline of the mental faculties, thus laying the foundations of future acquisition.

Again, we wish the course of instruction to be thorough as far as it goes. We deem it of great importance that the habit should be early formed of doing well whatever is undertaken; and we would have our pupils learn perfectly the mere rudiments of literature and science rather than bestow superficial attention on a larger range of study.

In short, we wish to establish an academy on such grounds as will insure a thorough and systematic education and lay the foundation for a consistent, sound, and useful character, not aiming at popularity so much as real usefulness.

This letter was written February 26, 1842. In the fall of the same year the academy was launched upon its noble mission in unpretending

style in rooms of a private house, but, like many another useful enterprise of humble beginning, it was destined to broaden the limits of its influence and field of service. Facilities for this enlarged usefulness were furnished in the same generous and energetic manner in which the enterprise was started. In 1843 a building 61 by 42 feet, amply sufficient for the needs of the school at that time, was erected, within whose walls most excellent work of the character indicated in the letter above quoted was done for a period of thirty years. In this building James K. Colby presided over the school for a period of twenty-three years. Rev. E. T. Fairbanks, one of the earliest pupils, says of Mr. Colby:

His commanding form moved about as inseparable from that place, the very soul of it. His conscientious care, his firmness of discipline, his dignified, elevating influence gave at once a character to the school, which realized the high hopes of its founders and left its mark on all that generation of students.

The patronage from the first gave ample proof that the founders had correctly discerned and provided for an existing need.

The first catalogue, that of 1843, registers 101 names; only four years later 251 names are catalogued. The average attendance by terms during Mr. Colby's administration was never less than 50, often 100 and 125. During this period nearly 2,000 different pupils came under the instruction and salutary influence of the academy, thus becoming equipped, many of them, for lives which have proven both brilliant and useful.

The scope and character of the work done are thus set forth in the early catalogues:

The school possesses peculiar advantages for instruction in the classical and higher English studies. It is intended to make the course of study pursued in the school a means of thorough intellectual discipline, such discipline as will develop the capacities of the student and make him acquainted with himself.

Under the faithful, watchful supervision and thorough instruction of Mr. Colby the ideal above set forth was realized. There were associated with the principal during these years, for periods varying from one term to five years, more than seventy assistant teachers, some of whom have since ranked among the leading educators of New England. Mr. Colby died August 13, 1866, "greatly beloved and lamented." For two years succeeding Principal Colby's death the school was under the charge of Henry C. Ide, A. B., a graduate of Dartmouth College and a man of scholarly attainments and superior ability. He was succeeded by Elijah Phillips, a graduate of Middlebury, who retired in January, 1869; Homer T. Fuller, then a student in Union Theological Seminary, with two assistants, finished the school year. Then until January, 1871, Charles H. Chandler, A. B., was principal. In the spring of 1870 it was definitely determined by the trustees to enlarge the work of the school. South Hall, a brick struc-

ture to contain 60 rooms and to be used for the residence of teachers and students, was erected and ready for occupancy August, 1871.

In February, 1871, Homer T. Fuller entered upon his duties as principal. With his appointment the academy entered upon an era of remarkable prosperity. During the civil war and for several years subsequent to its close the attendance was much reduced, an experience common at that time to many schools and colleges. Principal Fuller, a man of great energy and executive ability and an excellent instructor, proved the right man for the school in the condition in which he found it. In one year the attendance increased from 70 to 160.

The old academy building was now evidently too small to accommodate the growing constituency. It was determined to build a new edifice, and in the autumn of 1873 the present building was finished and dedicated, and has proved convenient for the general uses of the school. The ample basement, 18 feet high, contains coal and store rooms, janitor's room, wash and water closets, and heating apparatus. The first floor has, besides entrances and stairway halls, the principal's office, four recitation rooms, chemical laboratory, philosophical-apparatus room, and wardrobes. On the second floor are two class rooms, a chapel (also used for a general study and class room), and two smaller rooms. The third floor has a hall easily seating 1,000 persons, and two music rooms. The whole building is heated by steam, lighted by gas, and well supplied with water.

With enlarged facilities for growth and work, the school steadily increased in numbers until in 1881-82 the aggregate number of different pupils for the year was 333 and the average attendance 242. This new impetus to the institution was made possible only by the generous gifts of Mr. Thaddeus Fairbanks, who for fifteen years paid the current expenses of the school, erected and furnished the new buildings, and contributed toward a permanent fund, his total gifts amounting to \$200,000. From the estate of his brother, Governor Erastus Fairbanks, came \$50,000. Thus in ten years the school had been placed on a solid foundation, with well-equipped buildings and a fund of \$100,000, with a large corps of teachers and an average attendance of 240 pupils. Principal Fuller resigned in 1882 to take charge of the Worcester Polytechnic Institute, Worcester, Mass. It was with great reluctance that the trustees accepted the resignation of the man to whose efficiency, wisdom, and energy this almost phenomenal prosperity was in no small degree due. His departure was an occasion of no less regret to the teachers, some of whom had been associated with him from seven to eleven years.

Mr. Fuller was succeeded by the present principal, Charles E. Putney, who had been for nine years an assistant teacher in the academy. The uninterrupted prosperity of the school during the last ten years is seen from the fact that the average attendance has not been less than 270,

except for one year, when it was 254. The present attendance is 330, the largest in the history of the school. The average number of graduates yearly for the last ten years has been 55. The aim of the academy since its enlarged equipment has been to give the best possible preparation for college, and for scientific schools, or for the practical work of life. The generally high rank its graduates yearly take in nearly all the New England colleges and the leading scientific schools show how well this purpose has been accomplished.

The following courses of study are fully provided for: (1) The classical, in which young ladies and gentlemen receive a thorough drill in the classics (German and French if required), mathematics, and such English branches as are required for admission to college; (2) the English and scientific; (3) the Latin and English; (4) the five years' complete course; or (5) a mixed course of from three to six years. Corresponding diplomas are given to those who finish any of these courses.¹

¹ The following is the curriculum of study:

CLASSICAL COURSE.

SUBJUNIOR YEAR.

First term.—Latin grammar and lessons, arithmetic or physiology, English grammar or United States history, free-hand drawing or penmanship.

Second term.—Latin grammar and lessons, arithmetic or algebra, English grammar, free-hand drawing or penmanship.

Third term.—Latin lessons, arithmetic completed or algebra, English history.

JUNIOR YEAR.

First term.—Cæsar, book I; Latin composition based on the text, physiology, French or physics, algebra.

Second term.—Cæsar, books II-IV; Latin composition, algebra, civil government, French, or physics.

Third term.—Cæsar, books V and VI, or Nepos; Latin composition, algebra completed, French, botany, or physical geography.

MIDDLE YEAR.

First term.—Virgil, Æneid, book I; Latin composition, Greek grammar and lessons, or German, Roman history.

Second term.—Æneid, books II-IV; Latin composition, sight reading, Anabasis, book I; Greek grammar and prose, or German, rhetoric.

Third term.—Æneid, books V and VI; Latin composition, sight reading, Anabasis, book II; Greek grammar and prose, or German, botany.

SENIOR YEAR.

First term.—Ovid, ancient geography, Anabasis, books III and IV; Greek prose or German, plane geometry.

Second term.—Sallust's Catiline, Cicero, first two Orations against Catiline; Homer, Iliad, books I and II; Greek history, or German, geometry completed, review arithmetic.

Third term.—Cicero, third and fourth Orations against Catiline; Orations for Poet Archias and Manilian Law, Homer, Iliad, book III, with review of portions of Xenophon, or German; algebra reviewed.

In the conduct of class exercises the most approved methods are adopted, and ample time is allowed for every recitation. Latin and Greek are taught not merely for the sake of translation, but with the intent of a critical analysis of the authors read, to unfold the genius and idioms of the language, and to investigate every incidental question suggested by the subject. French is taught for conversation as well as for reading. The two years' course in French and German fully prepares students in these languages for any college. Instruction in the English branches is given by graduates of colleges and normal schools of high grade, and in every department there is combined with great thoroughness such adaptation to the mental peculiarities of each student as tends to secure the utmost attainment and culture. Superior advantages are offered in the department of drawing. Daily instruction is given, without extra charge, to all who desire it. Special attention is given to industrial drawing and to original designing, with a view to the most practical results. A three years' course includes instruction in geometrical forms, historic ornament, instrumental

ENGLISH AND SCIENTIFIC COURSE.

JUNIOR YEAR.

First term.—Algebra; English analysis; physiology or United States history; free-hand drawing or penmanship.

Second term.—Algebra; English analysis or bookkeeping; civil government; free-hand drawing or penmanship.

Third term.—Algebra completed; English history; botany or free-hand drawing.

MIDDLE YEAR.

First term.—Review of arithmetic; plane geometry; physics; ancient and medieval history.

Second term.—Plane geometry completed, solid geometry; physics; rhetoric; modern history.

Third term.—Political economy; geology; physical geography.

SENIOR YEAR.

First term.—Chemistry; astronomy; evidences of Christianity or moral philosophy.

Second term.—Chemistry; trigonometry and surveying or modern history; English literature.

Third term.—Trigonometry and surveying; English literature; practical physics or reviews.

LATIN AND ENGLISH COURSE.

First two years the same as in the classical department, omitting French.

MIDDLE YEAR.

First term.—Latin as in the classical course; physics; plane geometry; ancient and medieval history.

Second term.—Latin as in the classical course; plane geometry completed, solid geometry; physics; modern history.

Third term.—Latin as in the classical course; political economy; geology or physical geography.

work, perspective, architectural, and object drawing, and drawing from casts. This department is abundantly supplied with all needed models.

Instruction is also given in the history of art. A course of penmanship, consisting of 20 lessons, is given during the fall and winter terms, and a course in elocution of at least 12 lessons each term is given to pupils, all under the direction of experienced and competent teachers and without extra charge.

Six members each from the middle and junior classes are chosen by competition for the prize speaking, which occurs during graduation week. Moreover, since good manners and good morals are quite as important as intellectual acquisition, every possible endeavor is made to give these the prominence which they ought to have in educational training.

The academy offers unusual facilities for the profitable study of natural science, since it has extensive philosophical and astronomical apparatus and a chemical laboratory furnished for both illustrative and practical work, instruments for surveying, a good cabinet of minerals, a large herbarium, and the beginning of a collection in natural history. To all these means of illustration additions are made yearly.

SENIOR YEAR.

First term.—Latin as in the classical course; chemistry; astronomy; evidences of Christianity or moral philosophy.

Second term.—Latin as in the classical course; English literature; trigonometry.

Third term.—Latin as in the classical course; English literature; trigonometry; practical physics or reviews.

LATIN, FRENCH, AND ENGLISH COMPLETE COURSE.

First two years the same as in Latin and English course.

MIDDLE YEAR.

First term.—Latin as in the classical course; French grammar or German; physics.

Second term.—Latin as in the classical course; French grammar and reader or German; physics.

Third term.—Latin as in the classical course; French or German; physical geography.

SENIOR YEAR.

First term.—Latin as in the classical course; French or German; plane geometry; ancient and medieval history.

Second term.—Latin as in the classical course; French or German; plane geometry completed; solid geometry; modern history.

Third term.—Latin; French or German; geology.

SENIOR ADVANCED YEAR.

First term.—Chemistry; astronomy; evidences of Christianity, moral philosophy, or ancient and medieval history.

Second term.—Chemistry or trigonometry; English literature; modern history.

Third term.—Trigonometry or political economy; English literature; practical physics or reviews.

The St. Johnsbury Athenæum, a fine library donated by the late Horace Fairbanks, of over 12,000 volumes—a library unusually well furnished in the departments of history, natural science, and general reference—is open to students on compliance with the established regulations. The reading room connected with it is abundantly supplied with the best English and American periodicals, and rare opportunities are thus afforded to both teachers and scholars. The academy has also a library of about 500 volumes.

The Fairbanks Museum of Natural History and Science, an elegant building, the gift of Franklin Fairbanks, adds another attraction to St. Johnsbury and will be helpful in many ways to the student.

Two literary societies, the Adelphian and the Athenian, afford special opportunities for improvement in composition and debate.

A course of entertainments of a high order, consisting of lectures, readings, and music, is sustained every season, of which students are usually advised to avail themselves.

The founders lived to witness the first fruits of their generosity and faithful stewardship in the lives and conspicuous success of scores of professional and business men, but while they took glad note of those who came to the front they placed even greater value upon the influence of the many whose “consistent, sound, and useful characters” are potent factors for good among the masses in humbler conditions of life. Mr. Joseph P. Fairbanks died May 15, 1855. Mr. Erastus Fairbanks died November 20, 1864.

Mr. Thaddeus Fairbanks lived to see the academy outgrow its early accommodations, and, as above stated, lived to give it its present generous equipment. He died April 12, 1886.

These three brothers gave to their own and have also left to succeeding generations an example worthy of universal emulation—that of appropriating during their lifetime a portion of their wealth to the advancement of intellectual and Christian culture. By so doing they enshrined themselves in the affections and esteem of more than one generation of men and women, who will ever value the stimulus and power derived from a personal knowledge of their individual characters more highly even than the educational advantages made possible by their benefactions.

MRS. EMMA WILLARD'S LIFE AND WORK IN MIDDLEBURY.

Prepared originally for the Emma Willard Society of New York by EZRA BRAINERD, LL.D., President of Middlebury College.

Mrs. Emma Willard is known as the pioneer in the great movement of the nineteenth century for the higher education of woman. To say that she had a genius for teaching, that she devised improved methods, that she wrote admirable text-books, and that she impressed her own high ideals upon the characters of her pupils is indeed great praise.

But it is a still greater glory to have started a movement which has revolutionized the ideas of the civilized world on the subject of woman's education, a movement which has culminated in the founding of grand colleges exclusively for women and in the admission of women to older colleges on equal terms with men. For it is not too much to say that Wellesley and Vassar and their sister institutions on either side the Atlantic are the fair fruitage, in time, of those seminal ideas so ably set forth in Mrs. Willard's Plan of Female Education.

It is interesting to study the origin of such a great movement; it is like tracing some noble river upward to its sources in the distant mountains. Let it be our pleasant task to search out, as far as possible, the influences that shaped Mrs. Willard's career as an educator. In so doing we shall find that the formative period of her life was the twelve years spent in Middlebury—a period passed over too cursorily in Dr. Lord's biography. The fresh interest in this truly great woman, awakened by the Emma Willard associations of the country, is an additional reason for considering more in detail the incidents of this portion of her life and for inquiring into the moral forces which called forth her grand ideas regarding the scope of woman's education.

We should, as a preliminary, call to mind briefly the circumstances of her early life in Connecticut, her excellent parentage, the beautiful home life of her childhood, her two years of earnest study under Dr. Wells, her brilliant success as a teacher at the early age of 17. These facts help us to picture the bright, noble-hearted woman who, at the age of 20, came in 1807 to take charge of the female academy at Middlebury.

The influences that shaped her character in her new home were from three sources. Let us speak first of her social surroundings.

The early inhabitants of Middlebury were noted for their enterprise and intelligence. Up to the close of the Revolutionary war the Champlain Valley had been for centuries the arena of savage warfare. But as soon as the cessation of hostilities would permit these fertile lands were rapidly settled by a vigorous and high-minded class of young men and women from the best families of Connecticut. There was in Middlebury an unusually large number of educated men, graduates of Yale and Dartmouth and Brown. Of their interest in religion and taste in architecture they have left a striking monument in the church edifice, that is still standing, with its beautiful groined arches and its graceful steeple, after the Christopher Wren style. Their devotion to the cause of education is evinced by their establishment, before the beginning of the present century, of three distinct institutions of learning—the grammar school, the female academy, and the college. The elder President Dwight, of Yale, who made three visits to the town prior to 1810, has recorded in his books of travels his high

appreciation of the character of the people and of their educational work. Mrs. Willard herself, then Miss Emma Hart, has given emphatic testimony to the same effect. In a letter to her parents, written during the first year of her residence, she says:

I find society in a high state of cultivation, much more than any other place I was ever in. The beaux here are, the greater part of them, men of collegiate education.
* * * Among the older ladies there are some whose manners and conversation would dignify duchesses.

If our limits would permit, we might speak in particular of some of these excellent men and women whose society Miss Hart thus enjoyed. It was her privilege to know the Hon. Horatio Seymour, afterwards for twelve years United States Senator, a man who was earnest from the first in the cause of woman's education, and who gave the land on which was erected in 1802 the "Female Academy," one of the very first school edifices in the country built especially for women. She knew also the Rev. Dr. Merrill, who, on graduating from Dartmouth in 1801, had won the valedictory over his illustrious classmate Daniel Webster, and who for thirty-seven years was pastor of the Congregational church and a recognized leader throughout the State in matters of education and religion. She knew also Dr. Henry Davis, president of the college, who was eminent for his talents and eloquence and personal address, who was in 1817, on the death of Dr. Dwight, elected president of Yale College, and who reflected no small honor on Middlebury by declining the appointment. With these men and others of scarcely less character, not yet famous, but in the vigor of early manhood, Miss Hart, the young preceptress of the Female Academy, was called to associate. Her letters and journal show how deeply interested she was in her new life. She has an intense relish for agreeable society; she attends parties and balls during the week, and four meetings on Sunday. She drinks deep draughts of the joyous cup of youth and health. But her strong brain never becomes giddy; there is too much of the Puritan seriousness in her veins. She keeps up her studies in history; she writes poetry; she paints; she criticises sermons; and withal conducts a school for young ladies with constantly increasing reputation.

The building where this school was held is still standing. It has been unused for years, but is guarded with religious care by its present owner, a son-in-law of Horatio Seymour. The whole of the second story was one large room, warmed only by an open fireplace in the north end. For in those days, as Lowell tells us:

There warn't no stoves (tell comfort died)
To bake ye to a puddin'.

But a fireplace did not always bring comfort to the schoolroom during the severe cold of that Vermont winter. The north wind at times

would whistle around the building and penetrate the schoolroom until they could endure the cold no longer. The tact of the schoolmistress was equal to the emergency. She would then (so she writes in a letter to Judge Swift) call her girls to the floor and arrange them two and two in a long row for a contradance; and while those who could sing would strike up some stirring tune she, with one of the girls for a partner, would lead down the dance and soon have them all in rapid motion. Afterwards they would return to their school exercises.

But in two years she closed her connection with the female academy. On the 10th day of August, 1809, she was married to Dr. John Willard. And this brings us to the second phase of her Middlebury life, and to consider the influences of this marriage upon her after career.

Dr. Willard was twenty-eight years the senior of his wife, but nowhere in the annals of biography can we find a married life more happy than theirs was from first to last. From several letters we are permitted to see how intimate was the union of heart and soul between the two. As we read them there arises before us the fair picture of the enthusiastic young wife, studying to make herself less unworthy of the good and wise man who had enthroned her in his heart. In his absence she delves into the dry books of his medical library, to prepare herself to sympathize with him in his passionate attachment for these old authors. He is delighted to find her kindled into his enthusiasm and able to discuss with him intelligently questions of physiology and medicine. Then at another time she takes up the study of geometry. Dr. Willard has a nephew in college who lives with them—his namesake, afterwards for many years judge of the supreme court in New York. One vacation she takes up his Euclid and reads on, proposition after proposition, fascinated with the study. She thinks she understands it; but the general belief in the incapacity of “the female mind” for mathematics causes misgivings, until she submits herself to her nephew for examination, and he pronounces her learning correct. The same thirst for knowledge afterwards leads her to take up natural philosophy and to study Paley’s *Moral Philosophy* and Locke’s *Essay concerning Human Understanding*. Most men in those days (perhaps some in our day) would have discouraged a wife in such ambitious and unfeminine studies. Not so Dr. Willard. His generous heart was pleased with her efforts after intellectual culture, and he was proud of her achievements. There began to dawn upon his mind new views of woman’s mental capacity, and a disposition to take her part against man’s lordly assumption of superiority. It would be a great error to imagine that during the early years of her married life Mrs. Willard was engrossed in intellectual pursuits. These were only her diversions; domestic duties occupied the greater portion of her time. Her son was born in 1810. Dr. Willard was away from home much of the time, and the charge of the household

and the farm devolved upon the young wife, who performed these duties with care and prudence. An interesting letter, quoted by Dr. Lord, informs her husband that "the winter apples are gathered; the cider is made (23 barrels); the potatoes are nearly all in; the buck-wheat is gathered," and so on through a long list of homely duties. Surely here was

A creature not too bright or good
For human nature's daily food.

So passed another period in the life of this great woman, a period filled with the happy experiences of wifehood and motherhood. But clouds after a while appeared in their bright sky; God was leading them on to a higher stage in their life work.

Dr. Willard was a man of property and of high social position at the time of his marriage to Miss Hart. He owned several small farms in the vicinity of Middlebury; he had just built an elegant brick house on Main street, now occupied by Mrs. Charles Linsley. He had been a successful politician; he was chairman of the central committee of the Republican party, was appointed marshal of the District of Vermont by Jefferson in 1801, and was one of the directors of the Vermont State Bank. His financial embarrassment largely grew out of his connection with this bank through a romantic incident that is not generally known. In the summer of 1812 an adroit burglary was committed on the banking house in Middlebury. It was entered by a false key, and a large sum of money was taken without leaving any signs of violence or disorder. Of course the directors very soon discovered the fact of the burglary; but it was not so obvious to the public, and the directors were called upon to account for the missing funds. The legislature was led to adopt harsh measures for their prosecution, and after a trial before the supreme court judgment was rendered against the supposed delinquents for over \$28,000. The greater part of this claim, it is true, was remitted by a subsequent legislature; and in after years the discovery of the false key in the attic of a certain house fully vindicated the innocence of the directors. But the records of the town show that the liens of the Vermont State Bank on the real estate of John Willard were removed only after many years.

But the heroism of the devoted wife was equal to the occasion. She would return to the work in which she had achieved such brilliant success before her happy marriage. She would open a boarding school for girls in her own house. The project must have been humiliating to the mind of Dr. Willard. Only a loving confidence in his wife could have secured his consent; but when he gave it he set himself to work with her, heart and soul, to the end.

It should be remembered that when Mrs. Willard first opened her school in 1814 her "plan" was altogether undeveloped. She had none

of those ambitious projects for the higher education of woman which afterwards animated her. Her sole object, as she distinctly says, was to assist her husband in his pecuniary affairs. It was while walking lovingly in the pathway of domestic duty that the Lord led her into the wider field of her life's mission. It remains for us then to consider this third stage in her novitiate, the light that came to her through her new experiences in teaching.

Mrs. Willard's home in Middlebury was almost under the shadow of Middlebury College. The college campus was just across the street from her house. She heard from hour to hour through the day the call of the bell to chapel or to recitation. For four years she listened to reports of college life and work from the nephew, who sat at her table while a student. When she opened her new school she taught at first the usual round of light and superficial studies that the age had prescribed for "females." But "my neighborhood to Middlebury College," she writes, "made me bitterly feel the disparity in educational facilities between the sexes." She had already made private excursions into the realms of solid learning, forbidden to her sex, and she was profoundly conscious of woman's capacity to understand all that was highest and best in the reaches of human thought. Why should the sister be deprived of the intellectual culture that is offered to the brother? Why will not the companionship of wedded life be purer and stronger if the mental training of the wife is comparable with that of the husband? Why will not the mother give to the world nobler sons and daughters if her own character be strengthened and refined by the highest education? These are hackneyed questions to-day, but they were new to the world when in 1815 they first throbbed in the brain of Mrs. Willard.

Then the further question came: Could she herself effect this great change for woman? She heard the divine call; should she be disobedient to the heavenly vision? The cause was so just, so humane, so practicable, that surely if she could advocate it before governors and legislators she might effect the desired reform. Still the project seemed presumptuous, so that she hesitated to entertain it; she concealed it for a while even from her husband, though knowing that he sympathized with her in her desires for the better education of woman.

But the absorbing, unborn purpose of her soul she could not long keep from the confidence of her husband. How he received her confidence she shall tell us in her own fervid words: "He entered into the full spirit of my views with a disinterested zeal for that sex, whom, as he believed, his own had injuriously neglected. With an affection more generous and disinterested than ever man before felt, he, in his later life, sought my elevation, indifferent to his own. Possessing on the whole an opinion of me more favorable than any other

human being ever will have, and, thus encouraging me to dare much, he yet knew my weaknesses, and fortified me against them."

Mrs. Willard now addresses herself to the task of elaborating "A plan for improving female education." It was the slow work of two or three years. It was written and rewritten seven times; fully three-fourths of the original matter was finally rejected. She was meanwhile testing some of her theories by experiments, so far as her limited resources would permit. She formed a class in moral philosophy, and another in the philosophy of the mind, taking Locke's great work as a text-book. The professors of the college were fearlessly invited to attend her examinations, and to witness the proofs that "the female mind" could appreciate and apprehend the solid studies of the college course. She desired, in turn, to attend the examinations of the young men, to learn how they were conducted, and to see what attainments in scholarship were made in college. It is humiliating to think that this privilege was refused, President Davis considering that it would not be a safe precedent, and that it would be unbecoming in her to attend. But let us not blame too severely this stanch defender of the proprieties; he was simply guarding well-bred society from a terrible nervous shock.

These were the rough ways of the world—till now.

Mrs. Willard was for some time perplexed to find a suitable name for her ideal institution. It would never do to call it a "college," for the proposal to send young ladies to college would strike everyone as an absurdity. She has told us how she finally hit upon a suitable name. "I heard Dr. Merrill pray for 'our seminaries of learning.' I said, I have it—I will call it a female seminary. That word, while it is high as the highest, is also low as the lowest, and will not create a jealousy that we mean to intrude upon the province of the men." And so the word came afterwards into general use to designate the higher grade of schools for girls.

We can not enter into any detailed discussion of the "plan," as it was finally published in 1818. In many respects it is open to criticism, if we judge it by the higher standards of the present. The seventy-five years since passed have seen wonderful changes in our ideas regarding woman's education and woman's work—thanks to the publication of this same treatise. It is of the nature of a plea, and she is evidently cautious about asking too much, for fear she may lose all. Still we must regard it as a wonderful document—the Magna Charta of the rights of woman in matters of education.

It was addressed to a State legislature, for Mrs. Willard rightly judged that the equipment of her ideal institution could not be furnished by private means, and that it could be properly managed and perpetuated only by a legal board of trustees. Those were not the

days of large private fortunes and still less of princely donations to institutions of public charity or of general education. Mrs. Willard felt that her only recourse was to secure the State patronage which was at the disposal of patriotic lawmakers. Of the reasons that led her to apply to the legislature of New York, of her grievous disappointment after years of patient effort and waiting, of the brilliant success which she finally achieved, principally through her own great personality, it is foreign to my present purpose to speak. These things are more clearly matters of history than the obscure events of her early life in Middlebury.

Let me simply add in closing that to-day the spirit of her teachings has thoroughly permeated the institutions of the town where her great work originated. The ladies' academy and the boys' grammar school are now things of the past. But in the public high school and in the college the advantages of a liberal education are offered to young men and to young women on equal terms. Thus in God's providence do the wise and good build for those who come after them.

CHAPTER IV.

HIGHER EDUCATION.

THE UNIVERSITY OF VERMONT.

The charter of the University of Vermont was granted by the legislature of the State on the 3d of November, 1791. The act of Congress declaring that the State of Vermont should be "admitted into this Union as a new and entire member of the United States of America" had been signed by the President, George Washington, on the 18th of February, nearly nine months before. In October, 1790, the long-pending controversy between Vermont and New York had been amicably settled by an agreement, under which, in consideration of \$30,000, Vermont obtained a cession of all the rights which New York had claimed within the limits of Vermont.

With her outside difficulties thus happily removed and with the vital relation between herself and the rest of the United States fully established by her admission into the Union, Vermont was at liberty to give her full attention to her internal affairs and to provide measures for the prosperity and welfare of her people. They were not a numerous people. The census of the State taken in that year, 1791, showed a total population of 85,539, of which 61,260 were in the four southern counties. Chittenden County had a population of only 3,918. Burlington had a population of 332, less than Shelburne, which had 389, or Williston, which had 471. But it was a growing State. In the twenty years previous its population had increased more than ten-fold, and in the twenty years following it nearly trebled. It was not a wealthy population, of course. There was not a bank in the State or, so far as I can learn, any moneyed or business corporation of any kind.

That a people so recently freed from the double burden of the Revolutionary war with England and the long contest for their homes against the grasping power of New York, a people so slender in numbers and resources, should lay the foundation of a university for the higher education of their children showed that they were not without the spirit of the Puritan settlers who established Harvard College.

The people of Vermont had not, however, waited till this period of peace before taking measures to advance and perpetuate learning. In



OLD COLLEGE BUILDING BEFORE REMODELING.

the constitution which they had adopted in 1777, fourteen years before, while the question whether there should ever be a State of Vermont was still an open one, having little ground of assurance except the invincible determination of her people, a clause providing for public education, including a State university, had been inserted.

But the council of censors issued an address in February, 1786, to the freemen of the State of Vermont in which two things are now to be noted: First, that in the new constitution which they recommended to the people they had stricken out the clause that "one university in this State ought to be established by direction of the general assembly;" and, second, that in the address to the freemen of the State not the slightest allusion was made to this important change.

Dr. Williams, the historian of Vermont, in 1794 says:

From the first assumption of the powers of government, the assembly had in contemplation the establishment of a university in the State, and with this view reserved one right of land, about 320 acres, in all the townships which they had granted for the use of such a seminary.

And yet the fact remains that that clause of the constitution recommending one university was stricken out in 1786, and the act incorporating the university in 1791 was not passed by reason of any constitutional requirement.

There does not seem to be in any narrative of the founding of the university, of which several have been written, any explanation of this fact or, indeed, any mention of the fact itself.

If we had the detailed report of the proceedings of that council of censors and of the convention which acted on their recommendations, we might be able to find what were the exact reasons which induced the striking out of that clause from the constitution. Perhaps no such detailed records were kept. In their absence we are left to conjecture on this point, and it has occurred to me that this change might have been due to influences from the direction of Dartmouth College.

It will be remembered by those who are familiar with the early history of Vermont that in the course of the long contest between Vermont and New York there was not only a strong sympathy among the towns on the east side of the Connecticut River with their brethren of the New Hampshire grants on the west side of the river, but a strong inclination among them to cast their own lot in with the new State which had been there set up. Furthermore, that, as a matter of fact, they did on two separate occasions, in June, 1778, and in April, 1781, form a union with the new State of Vermont, only to have this relation in a few months dissolved.

It is, of course, easy to see that the occurrences connected with these unions had made close relations between the men of Vermont and those of the towns on the east side of the river. Hanover had, on both occasions, been one of the towns united with Vermont; and John

Wheelock, who became president of Dartmouth College in 1779, has the reputation of having been the first one to propose the union of western New Hampshire with Vermont; and that Dartmouth College, as a body, took a very active part in those transactions is proved by a petition, which is extant, from certain citizens of the neighboring township of Llandaff to the governor of New Hampshire in October, 1781, praying "for aid and protection against the insults and abuses of Vermont, and especially the emeserries of the Coledg."

While these unions lasted, i. e., for eighteen months in all, Dartmouth College was within the boundaries of Vermont. It was quite natural and proper that she should look out for her own interests in her new relations, and natural that she should receive friendly consideration from the men to whom she had given such assistance. And so it is no matter of surprise that four days after the adoption of the union of 1778 the general assembly of Vermont should have passed a vote to take "the incorporated University of Dartmouth under the patronage of Vermont;" or that in June, 1785, on the personal presence and request of President Wheelock, it should have granted 23,000 acres of land for the benefit of Dartmouth College and Moor's charity school in Hanover.¹

In return for these unexpected concessions the college promised to educate students from Vermont without charge for tuition, not only in the college, but in the academies which it was proposed to set up and maintain in the several counties in the State. A hint was also given of a "branch college" in Vermont, "if the legislature should ever think it necessary." It was suggested, further, that if Vermont should establish a college it should be "joined in one bond of union" with Dartmouth.

But the union between Vermont and the towns on the east side of the river had been finally dissolved. If the proposal to change the constitution had been due to influences favorable to Dartmouth, those influences were fading before the rising feelings of pride and affection for their own State in the hearts of Vermonters. The request of Dartmouth was not granted; the vote taking Dartmouth under the patronage of the State was allowed to lapse into oblivion, and the attention of the men of Vermont was turned toward the establishment of their own university. A proposition which had been made by Elijah Paine in 1785 to give £2,000 toward the incorporation of a college, provided it was settled in Williamstown, was renewed in 1787, and in 1789 came the offer of Ira Allen to give £4,000 for that object, provided the college was located "within 2 miles of Burlington Bay," which offer was supplemented by other subscriptions for the same pur-

¹For further reference to this subject see "Centennial Address," delivered in Burlington at Commencement of 1891, by Hon. R. D. Benedict, of New York, from whose paper this introductory is mostly taken.

pose to the amount of £1,643 12s., £300 of which was the subscription of the governor, Thomas Chittenden, the founder of the town of Williston.

Of the £4,000, £1,000 was to be paid partly "in a proper square of lands sufficient to erect all the public buildings on, to form a handsome green and convenient gardens for the officers of the college," and partly "in provisions, materials, and labor in erecting the public buildings." The remaining £3,000 was to be paid "in new lands that will rent in produce—that is, wheat, beef, pork, butter, or cheese—for the annual interest at 6 per cent of £3,000." In consequence of this memorial a committee was appointed "to draft a plan for a constitution and government of a college to be established in this State."

And two years later, in November, 1791, the act was passed which incorporated the university and placed it on this spot.

The legislature in granting the charter gave it the lands which had been reserved in the various township grants for the use and benefit of a college, which amounted to a little more than had been granted to Dartmouth. But these grants were of little avail for the expenses of beginning. The trustees determined to lease them rather than to sell them, the wisdom of which action is much commended by Ira Allen in his History of Vermont. It is much to be regretted that the necessities of early times compelled the sale of a part of the 50 acres which were originally set off for the site of the college as lands which formed part of Ira Allen's subscription. By reason of that unfortunate necessity the university has been much cramped for the room made necessary by its growth. It is a source of congratulation that by reason of its recent purchase of 72 acres east of the college buildings it can look forward to the requirements of the coming century with less uneasiness.

The university was therefore put in motion with funds contributed by individual citizens, and the subscription of Ira Allen may well be considered its corner stone.

Colleges were not as numerous then as now. There are now about 400; but up to that time only 12 had been chartered in all America, and of these only 4 were within the bounds of New England. Harvard had been founded in 1636, one hundred and fifty-five years before; Yale had been founded in 1701, ninety years before; Brown University had been founded in 1764, twenty-seven years before, and Dartmouth in 1771, twenty years before. The will of General Williams had founded the Williams free school six years before, and the thought of making a college there was probably already working in the minds of its friends, for the charter of Williams College was obtained only two years later.

With Harvard, Yale, and Dartmouth in full existence, and Williams on the eve of coming into life, what region was there left so favorable

for the "one university in this State," which had been recommended by the first constitution, as the valley of Lake Champlain?

The act of incorporation of the university, passed in 1791, had been drawn up in 1789 by a committee of 5 members of the house—Nathaniel Chipman, Israel Smith, Elijah Paine, Samuel Hitchcock, and Stephen Jacob, to which the council added Isaac Tichenor.

Elijah Paine, one of this number, is authority for the statement that "in 1784 there were not more than 9 persons in the State, excepting clergymen, who had received a college education." The members of this committee were 6 out of those 9. They were graduates, 3 of Yale, 2 of Harvard, and 1 of the College of New Jersey, at Princeton. They were men, therefore, who may be supposed to have known about other college charters, and if in their work they varied from other charters such variance may be supposed to be due to a desire to improve upon them.

There are four points in the act of incorporation which they drew to which I wish to call attention.

First. Harvard, in addition to a board of trustees, had also a board of overseers, by whom the orders and rules of the trustees could be overruled or altered.

Brown University also had two governing boards.

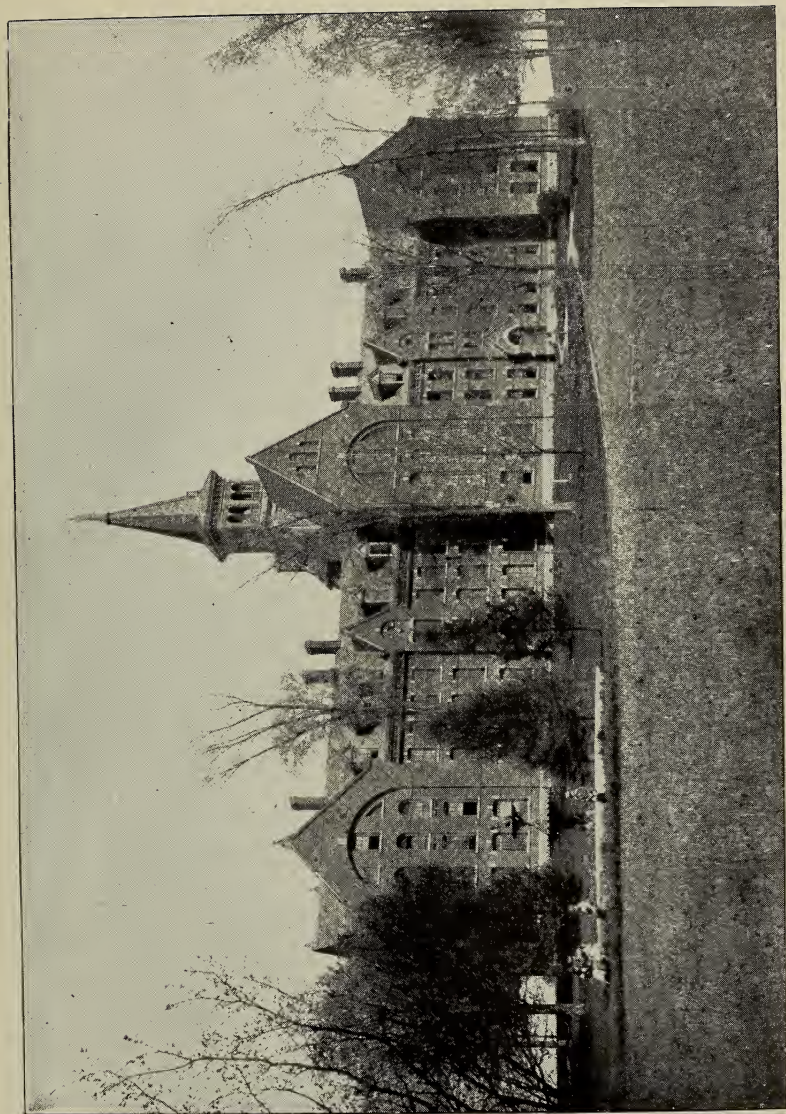
Yale had only one board of trustees. There had been a strong effort in 1763 to have a board of overseers added by law, but it had failed.

Princeton had but one board of trustees. Dartmouth had but one.

The framers of our charter made the university agree with Yale, Princeton, and Dartmouth rather than with Harvard and Brown, and gave its government to a single board of 17 trustees.

Second. The charter of Harvard established a relation between the college and the government of Massachusetts by providing at first that the 12 overseers should be chosen by the general court, "6 of the magistrates and 6 of the ministers." But it must be remembered that at that time no one could vote in Massachusetts to elect a magistrate or a member of the general court unless he was a member of the church, so that the difference of class between "magistrates" and "ministers" was not as wide as it would otherwise have been. By the constitution of the State, adopted in 1780, the governor and lieutenant-governor, the council, and the senate were added to the board of overseers.

By the charter of Dartmouth the trustees were to be the governor of the province, the speaker of the house of representatives for the time being, and the president of the university, with ten others. This board was empowered to fill all vacancies, *ex officio* members excepted, to take charge of all the lands given by "the authority of this State for the use and benefit of a college," to hold not more than 70,000 acres of land in this State, and to have freedom of taxation for all property below £100,000. But there was no such even formal con-



OLD COLLEGE BUILDING, AS REMODELED IN 1883.

nection with the State in the charters of Yale and Brown. In the charter of Princeton the proposal to make a more positive connection with the government than that was rejected, and although the governor was named as one of the trustees, it appears by a letter to Jonathan Edwards that even this was looked upon with uneasiness by the promoters and friends of the charter.

The framers of our charter took Harvard and Dartmouth as their model on this point instead of Yale and Brown, and provided that the governor of the State and the speaker of the house of representatives for the time being should be *ex officio* members of the board of trustees of the university.

Third. The charters of the other colleges made them distinctively denominational, and not only that, but distinctively clerical in their government. In thus providing for no denominational control in the university, the committee were in harmony with the public sentiment of the people of Vermont. Three of the first trustees named were ministers of the gospel, one being a Baptist, another an Episcopalian, and another a Congregationalist. But the framers of the charter did not intend that the university should be under exclusively clerical control, or under the control of any denomination. And to make this purpose entirely clear they provided by a special clause that the by-laws of the university should "not tend to give preference to any religious sect or denomination whatsoever."

Fourth. There was one provision which the framers of our charter found in all the other charters, viz, that the trustees should have the power to elect their own successors. This was an essential provision for institutions which were intended to be and remain under denominational and clerical control, as those were, for in no other way could such special control be assured. That reason for adopting such a provision in our charter did not exist.

Special attention is called to these four points, because it was about them chiefly that the great controversy raged in New Hampshire in the early years of this century, which gave rise to the famous Dartmouth College case, in which the United States Supreme Court decided that the legislature of New Hampshire had not the power under the Constitution of the United States to take away the rights which had been granted to them by the original charter without their consent.

Edward Everett says:

By this opinion the law of the land in reference to college charters was finally established. Thenceforward our colleges and universities and their trustees, unless provision to the contrary is made in their charters of incorporation, stand upon the broad basis of common right and justice, holding in like manner as individuals their property and franchises by a firm legal tenure, and not subject to control or interference on the part of the local legislatures, on the vague ground that public institutions are at the mercy of the government.

THE OPENING OF THE UNIVERSITY AND ITS FUTURE HISTORY.¹

The first meeting of the corporation was held at Windsor on the same day on which the charter was granted. A committee was appointed to solicit subscriptions and to secure the donations which had previously been offered. The next meeting was held at Burlington in June, 1792. The present site was chosen for the location of the university buildings, and a plot of 50 acres, then covered with stately pines, was set off from lands belonging to Gen. Ira Allen. The president's house was begun in 1794, but not completed until 1799.²

The Rev. Daniel C. Sanders, who the next year became the president of the college, was invited from Vergennes to Burlington, took up his residence in the new building, and received pupils in study preparatory to a college course. The tuition charged for this service was \$12 a year, his salary as minister of the town being but \$400.

The college officers were not appointed, nor was a college edifice begun until the year 1800. On the 17th of October Mr. Sanders was chosen president and authorized to employ a tutor to aid him in the work of instruction. The college proper began its operations in 1801, with a class of 4, who were graduated three years after. With the exception of a single term in 1804, in which he had the assistance of a tutor, President Sanders constituted the entire working faculty until 1807, giving six and sometimes eight or more hours a day to the labor of personal instruction. In addition he was charged with the ordinary duties of a college presidency, having oversight of the building, donations, lands, and other outdoor interests of the institution. When we remember that he was at the same time minister of the parish of Burlington, we can easily believe him to have been a rather busy man.

In 1807 the corporation took careful note of what had been accomplished, and laid their plans for enlargement and progress. The Rev. Samuel Williams, LL. D., author of a well-known history of Vermont,

¹For much of the account which follows I am indebted to Prof. J. E. Goodrich, of the chair of Latin, and historian of the university. His paper, published in the history of Chittenden County, Vt., is embodied here, with but few omissions, and through his kindness many valuable pamphlets having reference to the history of the university have been received and extracts taken therefrom. A brief sketch of the Agricultural Department, which was prepared at his request, has also been inserted.—G. G. B.

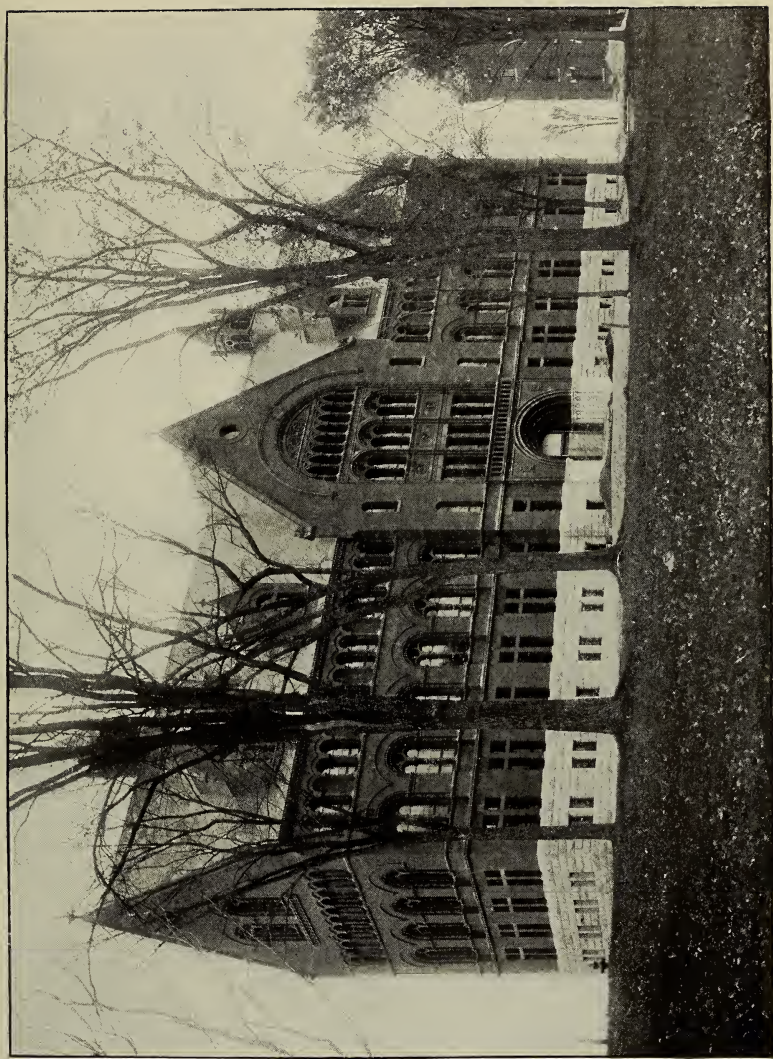
²In 1795 Ira Allen made a new proposition to the legislature, viz, a further donation of £1,000 in land and £1,000 more in books and apparatus, if they would consent to christen the rising institution "Allen's University." This offer seems not to have met with any favor. Allen's departure for Europe in the fall of this year, his subsequent detention there, and the serious financial loss sustained by him in consequence of an unfortunate enterprise in which he embarked at this time were prominent among the causes of the seemingly needless delay in getting the university into operation.

was soon appointed lecturer on astronomy and natural philosophy, the first instruction of the kind, as is supposed, ever given in New England. In 1807 James Dean, a graduate of Dartmouth College, became tutor in mathematics and natural philosophy, and John Pomeroy, M. D., gave lectures in anatomy and surgery. Both these gentlemen were elected to professorships in 1809. The apparatus in astronomy and physics is said to have been more complete than in any other New England college, save the two old foundations of Harvard and Yale. The college library contained 100 volumes. There was also a society library of 100 volumes, and a "Burlington Library" estimated at a value of \$500. The course of study was modeled in the main after that of Harvard, Dr. Sanders being a graduate of that institution. Tuition was fixed at \$12 a year, and there seem to have been no charges for incidentals. The expenses of living were so low that the president estimated that a student, by teaching four months each winter at \$16 a month, could pay his board and all college bills, and leave with at least \$32 in his pocket! The president had a salary of \$600; the professor of mathematics had exactly \$348.71, and the tutor \$300. The total income from lands was \$1,048.71. The corporation appropriated \$150 to purchase books for the library, and \$100 to be added to the philosophical apparatus; and appointed David Russell, esq., as general agent to rent the public lands, sell lands not public, and look after the various outdoor interests of the university. There were 47 students on the ground, and larger numbers were confidently expected. The work done and the growth attained in seven years justified large hopes for the future of the institution. Ira Allen's constructive ability, Dr. William's scholarship, the trained sagacity of Samuel Hitchcock, the first secretary of the corporation, also a graduate of Harvard, the zeal and indefatigable industry of President Sanders, and the vigorous and hopeful spirit of David Russell, the new financial agent—these were sufficient guarantees of growth and prosperity. But trouble soon came. The university was ere long involved in a political war by reason of the nonintercourse act of 1807, the first forerunner of the war of 1812. There was intense and systematic opposition in this section of the State to the action of the United States authorities; the prosperity of this region, and especially of this, the leading town, depended on free commercial intercourse with Canada. There was no outlet of any sort, east or south, for the surplus products of the country. So violent was the resistance to the measures of the Federal authorities that Vermont was at one time declared by proclamation of the President of the United States to be in a state of rebellion. Dr. Sanders had been so long identified with both town and college that he could not well refrain from uttering his convictions with boldness and energy. The animosity engendered in this political war acted unfavorably upon the material interests of the university in many ways. Suffice it to say

that whatever errors had been made in the obtaining of the collection or the use of subscriptions were only too easily brought into the controversy by persons who had been irritated or disappointed. Then there was the competition between this and the Middlebury College, which had been founded in 1800. The rival institution lay between Burlington and a large number of the earlier settled towns of the State; it narrowed the field from which patronage was to be expected and deprived the university in no slight degree of the sympathy and active support of the clergy and other educated citizens of the Commonwealth. It seems to have been the hope of those who secured the charter for Middlebury College that the establishment of a university here at Burlington might be forestalled by getting their own institution into active and successful operation. This was located in the midst of the wealthiest and most populous section of the State; in the midst, also, of the most active religious influence. It was only natural that appeals should be made in its behalf to the religious prejudices of the good people of the State, and not without effect. Students were drawn away from the university and the sympathies of the clergy and of religious people generally gathered about the sister college.

About this time—1809-10—certain friends of the university thought that its interests might be furthered by effecting a closer union with the State. An act passed on the 10th of November, 1810, completely changed the constitution of the board of control. The legislature was thereafter to elect 5 trustees every three years, and 10 members, a majority of the whole board, were at once chosen. In 1823 the number of trustees was increased to 28, an arrangement which lasted only five years, all parties being ready in 1828 to return to the original charter. This scheme of close affiliation between the legislature and the university failed to secure the advantages which had been expected from it. The new corporation began, however, with vigor and system. The finances were examined and a better agency organized to manage the funds and lands of the university. Four new professorships were established, and the outlook was full of hope. Such men as Samuel Hitchcock, Dudley Chase, Titus Hutchinson, Royall Tyler, and William C. Bradley—a group of names combining scholarship, knowledge of affairs, and a disposition to scrutinize and keep watch over the details of administration—such men, had they not been absorbed in politics, might have given to the nascent university an enlarged scope and an increase of stability and usefulness.

But at this time politics took precedence of all other subjects. The restrictions laid upon trade had all but ruined northern Vermont. Smuggling was rife on the frontier. The whole border was lined with customs officers. War was declared against Great Britain on the 18th of June, 1812, and troops were ordered to Burlington, which



WILLIAMS SCIENCE HALL.

became the headquarters of military operations. The college edifice was seized for an arsenal and soon after was demanded for barracks. So the corporation, making a virtue of necessity, on the 24th of March, 1814, leased the building to the United States Government for \$5,000 a year, and resolved "that the regular course of instruction be and hereby is suspended, and that those officers of the college to whose offices salaries are annexed be dismissed from their offices respectively." The members of the senior class received their degrees, and the younger students were recommended to complete their studies elsewhere.

The university was reorganized in the summer of 1815 with a new faculty, of which the Rev. Samuel Austin, of Worcester, Mass., was the head. The college building was repaired by the United States Government, and instruction began again in September. But the financial affairs of the institution were not yet on a sound footing. The rent paid by the United States was applied to the canceling of old debts supposed to be outlawed. After six years (in March, 1821) President Austin resigned and was succeeded by the Rev. Daniel Haskel, then pastor of the First Church, Burlington, as president pro tempore. But so great were the difficulties and so few the encouragements of the situation that announcement was actually made that instruction would cease to be given in the college at the end of the fall term. A few of the graduates, however, were not so utterly discouraged. A literary society in the university held a meeting, along with the alumni in the town, to consider a proposition to divide the library of the society. The discussion developed many and conflicting opinions and continued for several evenings. A young professor, Arthur L. Porter, protested against the scattering of the library as treason in the republic of letters. He insisted that the college might be revived, and outlined the course to be adopted to that end. The result of his appeal was the restoration of harmony and the appointment of a committee to do what might be possible to turn the tide and resuscitate the institution. By the end of the term Mr. Haskel had been regularly appointed president, and James Dean professor of mathematics. The efforts of the young men were rewarded with a high degree of success. In about two years the number of students was raised from 22 to 70.

But now came sudden disaster and darkness. On the 27th of May, 1824, "the noble college edifice," as Thompson calls it, was reduced to ashes by an accidental fire, along with portions of the library and apparatus. And to add to the calamity, President Haskel, the high priest of this temple of science, overburdened with trials and calamities, was smitten with insanity. The destruction of the building seems to have been received as a challenge by the generosity of the good people of Burlington. Before the commencement in August they had

rallied again to the help of the college and subscribed more than \$8,300 for a new edifice. This resulted mainly from the efforts of the same young men who two years before had prevented the closing of the college doors and apparently started the university on a career of prosperity. Let us set down here the names of Charles Adams, Luman Foote, John M. Pomeroy, and Gamaliel Sawyer, all four graduates of the college and worthy to be remembered with those of Professor Porter and Nathan B. Haskell, as the names of the young men whose energy and hopeful enthusiasm secured the erection of a building to take the place of the one destroyed. Within three months plans were adopted and the construction of the building contracted for. A president and new professors were obtained and instruction was continued while the new buildings were in process of erection. Prayers and recitations were attended in a large and unoccupied dry goods store at the north end of the college park, or "square," as it was then called. The corner of the north college was laid by Governor Van Ness April 26, 1825, Charles Adams, of the class of 1804, delivering the address. The laying of the corner stone of the south college by Lafayette on the 29th of June of the same year is commemorated by a stone with an appropriate inscription, which has been moved from its original position and now rests in the southwest corner of the central projection of the main college building.

The Rev. James Marsh was elected to the presidency in October, 1825, his immediate predecessor, Dr. Willard Preston, having held office but a single year. George W. Benedict was then in charge of the department of mathematics and natural philosophy, and the Rev. Joseph Torrey was called in 1827 to the chair of Greek and Latin. Mr. Marsh was more variously and more profoundly learned than any one who had preceded him in the office. He had had experience in the work of college instruction and had well-considered views of his own as to the scope and method of college discipline, and his colleagues were not unworthy coadjutors of their chief. The course of study was at once brought under review and some modifications made in 1827. In 1829 was published an "Exposition of the system of instruction and discipline pursued in the University of Vermont," followed in 1831 by an enlarged edition of the same. It is the tradition that this document was written in the main by Prof. George W. Benedict. There is not space here to outline the contents of this pamphlet. It was received with marked favor and is believed to have had important influence in shaping the higher education of the country. It is still referred to as a landmark in the development of the present system of college studies.

In 1832 Dr. Marsh resigned the presidency to give himself to the duties of the chair of moral and intellectual philosophy, and the Rev. John Wheeler, of Windsor, Vt., succeeded him. Mr. Farrand

N. Benedict at the same time became professor of mathematics. A subscription of \$25,000, begun before Dr. Marsh's resignation, was not only completed in 1834 but so increased that about \$30,000 was realized from it. This increase of funds enabled the college to increase its teaching force, to purchase philosophical apparatus and a valuable library of 7,000 volumes, to repair the buildings and pay some pressing debts, and the efforts made in raising the subscription made the institution more widely known and increased its influence and the number of its friends. Indeed, a new interest was awakened in the subject of collegiate education throughout the State.

A word should be said of the library then procured. The greatest care was used and the best advice taken in the selection of the books. The agent sent abroad to purchase them was Prof. Joseph Torrey, than whom a more competent person could not have been found. Seven thousand volumes were bought, at an average price of about \$1.25 a volume, and the collection was one which, for the uses of a collegiate institution, was excelled by no library in the United States except, perhaps, that of Harvard. How incomplete it was none knew better than the men who spent so much time and thought in selecting it.

At this time the financial affairs of the institution were carefully examined, lands looked up, college property inventoried, and a proper system of bookkeeping instituted. It was found that of Gen. Ira Allen's original liberal grant of 50 acres for the college site had all been alienated to pay agents and others until only one acre and a half remained. The sagacious and far-reaching plans of Allen were balked and for a time in large measure defeated. The prospects of the university were now bright and hopeful. To secure what had been gained and to insure further progress and growth another subscription was started in 1836 with promise of success, but disaster came instead. One general bankruptcy involved the whole country in 1837. Debts could not be collected. The banks suspended specie payments. Many of the States actually repudiated their obligations. Money vanished from men's sight. To raise money for a college in the face of general financial wreck was, of course, impossible. The wonder is that the professors did not desert their posts. Rents, tuitions, and subscriptions alike went in large part unpaid. The library was attached by an importunate creditor, himself hard pressed by others, and advertised to be sold by the sheriff. The college emerged from the fearful crisis of 1837-1839 with a debt of about \$25,000, but without the sacrifice of a dollar of its property or dishonor to its commercial credit; but with what toil and privation and self denial to the instructors themselves and to their families will never be known.

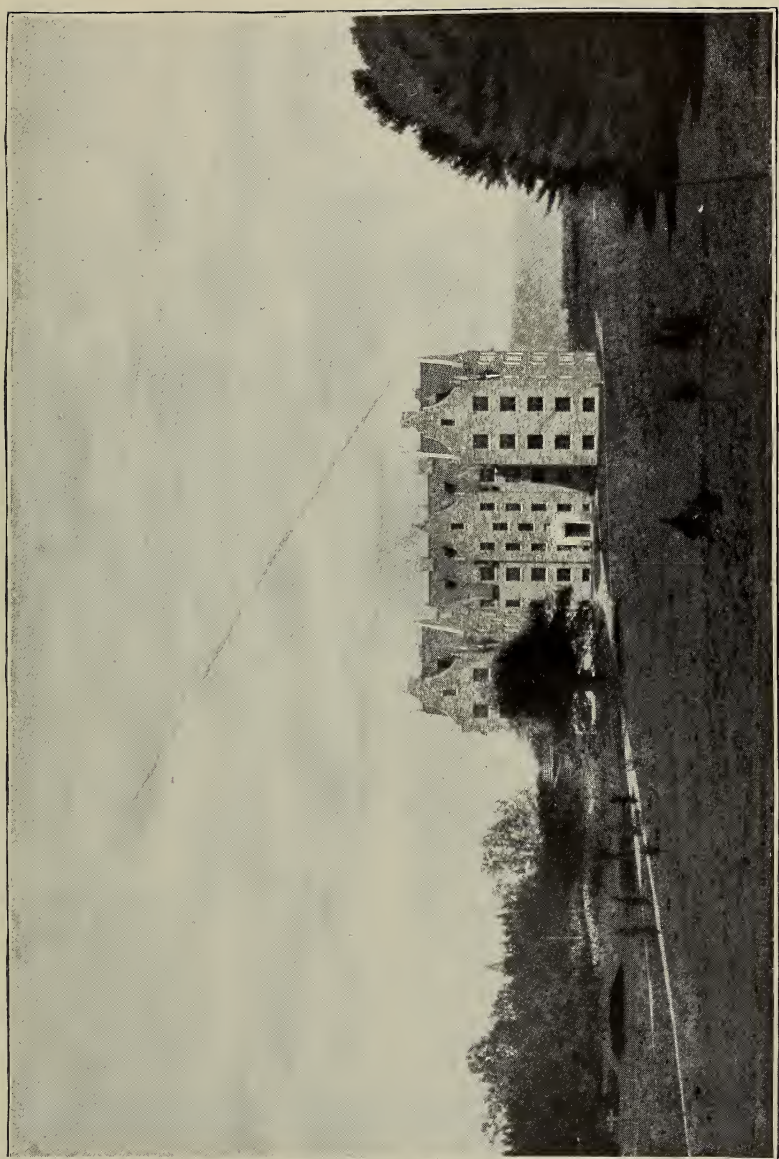
In 1839 plans were laid and measures taken with a view to enlargement and future growth. Twenty-one acres of land were added by purchase to the acre and a half, and the trustees were recommended

by the board of instruction to acquire the whole plat of land lying within the public roads which surround the university. This same year the Hon. Azariah Williams, of Concord, Vt., made over to the college his large landed estate valued at \$25,000. This year, too, the college received its first legacy, \$500, from the Hon. Elijah Paine, of Williamstown, Vt., and others made promises to remember the university in their wills.

In 1842 occurred the death of Dr. James Marsh. Professor Torrey was transferred to the chair of philosophy and Calvin Pease succeeded him in that of Latin and Greek. In 1845 the Rev. W. G. T. Shedd was elected professor of English literature, and a new subscription was begun with the intention of raising \$100,000. Fifty thousand dollars was subscribed and secured. In 1847 Prof. G. W. Benedict resigned, after twenty-two years of devoted and most effective service. In 1848 President Wheeler resigned, and the next year the Rev. Worthington Smith, D. D., of St. Albans, Vt., was chosen to fill the office. A new subscription was opened with a view to raise \$30,000, and the university entered upon a career of moderate prosperity. The 6 classes which entered during Dr. Smith's administration graduated a total of 135, the largest numbering 27. President Smith's health failing in 1855, he was succeeded in the presidency by Professor Pease, who retained the office until February, 1862, when he was called to the pastorate of a church in Rochester, N. Y. In the following September Prof. Torrey was made president and filled the office until 1866.

The operations of the university were once more sadly interrupted, by the civil war. In 1861 a large proportion of the undergraduates, moved by their love of the fatherland, exchanged "the still air of delightful studies" for the commotion and dangers of the tented field. They rushed to the defense of the country with an alacrity which threatened to leave the dormitories and lecture rooms empty. The catalogue of 1862-63 shows that of a total enrollment of 64, 28, or 44 per cent of the whole number were in actual service in the field. And it appears that college boys made good soldiers, as even at that early period of the war 1 is set down as captain of cavalry, 6 as lieutenants, and others as filling various subaltern offices. Some of them gained higher posts subsequently, and others of them—are not the names of these young patriots inscribed on the memorial tablet in the chapel of the university?

And again it took a long time to recover from the effects, direct and indirect, of the war. Some, as was natural, never returned to complete their course at the university. Others who were in the way to a college training also joined the army, and came out of the war too old, as they thought, to enter college, or with complete change of plans and aims. The universal rule, "to him that hath shall be given," operated here as well as elsewhere. The classes were for a



CONVERSE DORMITORY.

time so small as to cease to be attractive to young men, and not a few went outside the State to pursue their college course.

By act of the general assembly, November 9, 1865, the Vermont Agricultural College, which had been chartered the year before, was incorporated with the University of Vermont. One of the conditions of the original charter was that \$100,000 should be raised by voluntary subscription for its endowment or other uses. This not having been complied with, the charter of the college would, by one of its provisions, have lost its validity by November 15, 1865, had not the union been consummated. The expenses of this college or department are defrayed by the agricultural college fund, provided by the act of Congress of July 2, 1862, the income of which is \$8,130 annually. The act under which the college is organized prescribes that its "leading object shall be, without excluding classical and other studies of a scientific nature, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts." In accordance with this act the university has established courses in civil engineering, mining engineering, chemistry, and agriculture. A literary-scientific course has also been added for the benefit of such as desire the advantages of the regular academic course but are unable to pursue Greek. The instruction in botany, philosophy, zoology, and geology comes naturally, also, within the scope of the ordinance just cited.

The student there is not required to take the "regular course." If his predilection is for mathematics he may pursue engineering for the four years, and so fit himself for railroad construction and bridge building. If he prefer chemistry, a large and well-equipped laboratory is at his service, in which he may experiment and study for the same length of time. If he would inform himself on the sciences related to agriculture, the same opportunity is given for four years' continuous work. Provision is made also for mining engineering and metallurgy.

And these same studies, one or more, may be pursued, in part or in full, by those who do not seek a degree. An excellent opportunity is thus offered to such as desire special instruction and aid in any of the branches pursued in the several courses. For example, the would-be druggist or physician or photographer has a chance to obtain in the laboratory just that special knowledge and skill which his prospective profession demands. So the teacher who finds or fears himself deficient in some branch in which he expects to give instruction may review his studies or pursue new branches by temporarily joining one or more of the college classes. In these and such ways the university aims to meet the needs of those who desire advanced instruction in one or more subjects and yet can not afford to devote several years to continuous study.

With the consent of the corporation certain changes were made by the legislature in respect to the number and the mode of election of the trustees of the university by acts passed November 2, 1810, and October 31, 1823, but these were, with like consent, repealed by the act of October 30, 1838, which revived and confirmed the provisions of the original charter, which charter remains in full force at the present time, with such modifications as the corporation of the university accepted in 1865, in accordance with the provisions of the charter of the University of Vermont and State Agricultural College.

Since the union of the university and State Agricultural College in 1864, two systems have been combined in this institution—the trustees on the part of the university electing their own successors, while the trustees on the part of the Agricultural College have been elected by the legislature.

Very soon after the union of the university with the Agricultural College was effected, the corporation invited Prof. James B. Angell, LL. D., of Providence, R. I., to the presidency. He was inaugurated 1st of August, 1866, and entered with sagacity and vigor upon the difficult duties of the position. Money was to be raised, friends won, and enemies to be conciliated; facilities and men provided for the new courses of instruction; repairs to be made, students to be gathered, and hope and courage to be infused into the whole constituency of the college. There were conflicting views and interests also to be harmonized. Not a few of the alumni looked with a feeling of jealousy and distrust on the “agricultural” member of the firm; and the “practical” friends of the new college deemed the successful raising of a bed of beets to be of more profit to the State, and more in the line of the real intent of Congress, than all the “dead” languages and fine-spun metaphysics in the old-fashioned curriculum. Mr. Angell soon gave proof of his rare qualities, in the quiet yet masterly skill that characterized his administration. He had a large business capacity, tact in the development of his plans, and a quick insight into the characters and motives of men. His cordial manners and power of persuasive speech drew students and others into terms of liking and friendship, and disarmed the almost hostility with which some of his plans were regarded by some of the older graduates of the institution. He introduced, also, into the college, and into the relations of the college with the city, a new and exceedingly pleasant social element—one which has not yet ceased to characterize the intercourse of citizens and students. Under Mr. Angell's leadership the university made a steady advance both as to facilities and as to the number of undergraduates. By 1867 the alumni had subscribed \$25,000 to endow a professorship in honor of Dr. James Marsh, and about as much more had been promised for other objects. In 1869 Mr. Angell reported that there was already upon the books about \$75,000 of the \$80,000 which it was proposed to obtain immediately. This subscription was commenced in October of

that year. The money was used in part for the renovation and remodeling of the college building, the equipment of the new laboratory, and the erection of the president's house. The catalogue of 1866 shows a total of 31 students; that of 1870, of 67.

At the close of the year 1870-71 Mr. Angell resigned to accept the presidency of the University of Michigan, and Prof. Matthew H. Buckham, who was graduated from the university in 1851, and who had served the institution in the chairs of Greek and of English for fifteen years, was elected to the vacant office.¹ At the same meeting of the trustees a vote was passed to admit young women to the academic and scientific departments of the university under such regulations as the faculty should prescribe. Curiously enough, on the very day on which this vote was passed the associate alumni, after a spirited debate, also passed a resolution requesting the corporation "to consider whether it should not now offer its privileges to all persons, male and female alike," and expressing the conviction that "right and justice, a wise philosophy, and a sagacious policy invite to this new course." One young woman entered the classical department in the spring and 6 more in the fall of 1872. The university sought in this way to meet one of the growing needs of the time, and contribute something to the raising of the standard, though without the expectation that women would come in large numbers to avail themselves of the benefits offered. At that date few schools in the country offered to women the opportunity for a sound and well-balanced training. Vassar College was then the only institution east of the Hudson which pretended to give the equivalent of a collegiate course.

Some of the recent gains and changes must be very hastily sketched. In June, 1881, John P. Howard, of Burlington, gave \$50,000 for the endowment of the chair of natural history. The surplus income after

Presidents.¹

	Elected.	Retired.
*Rev. Daniel Clarke Sanders, D. D. Harvard 1788 and A. M. and D. D. 1809 (*1850 <i>Æt.</i> 82).	1800	1814
*Rev. Samuel Austin, D. D. Yale 1783 and A. M. and Coll. N. J. 1785; D. D. Williams 1807 (*1830 <i>Æt.</i> 70).	1815	1821
*Rev. Daniel Haskel, A. M. Yale 1802 and A. M. (*1848 <i>Æt.</i> 64).	1821	1824
*Rev. Willard Preston, D. D. Brown 1806; D. D. Univ. Ga. (*1857 <i>Æt.</i> 71).	1825	1826
*Rev. James Marsh, D. D. Dart. 1817; D. D. Columb. 1830 and Amh. 1833 (*1842 <i>Æt.</i> 48).	1826	1833
*Rev. John Wheeler, D. D. Dart. 1816 and A. M.; D. D. Union 1834 (*1862 <i>Æt.</i> 64).	1833	1849
*Rev. Worthington Smith, D. D. Williams 1816; D. D. Univ. Vt. 1845 (*1856 <i>Æt.</i> 61).	1849	1855
*Rev. Calvin Pease, D. D. Univ. Vt. 1838 and A. M.; D. D. Mid. 1856 (*1863 <i>Æt.</i> 50).	1855	1861
*Rev. Joseph Torrey, D. D. Dart. 1816 and A. M.; D. D. Harv. 1850 (*1867 <i>Æt.</i> 70).	1862	1866
James Burrill Angell, LL. D. Brown 1849 and A. M. and LL. D. 1868. Now president of the University of Michigan.	1866	1871
Matthew Henry Buckham, D. D. Univ. Vt. 1851 and A. M.; D. D. Dart. and Ham. 1877.	1871	Still in office.

the professor's salary is paid is to be applied to the increase of the museum and library. John N. Pomeroy, LL. D., of Burlington, a graduate of the class of 1809, and for several years the oldest living alumnus, left \$20,000 by will toward the endowment of the chair of chemistry, a department in which Mr. Pomeroy had long years before given the first course of lectures ever offered in the university.

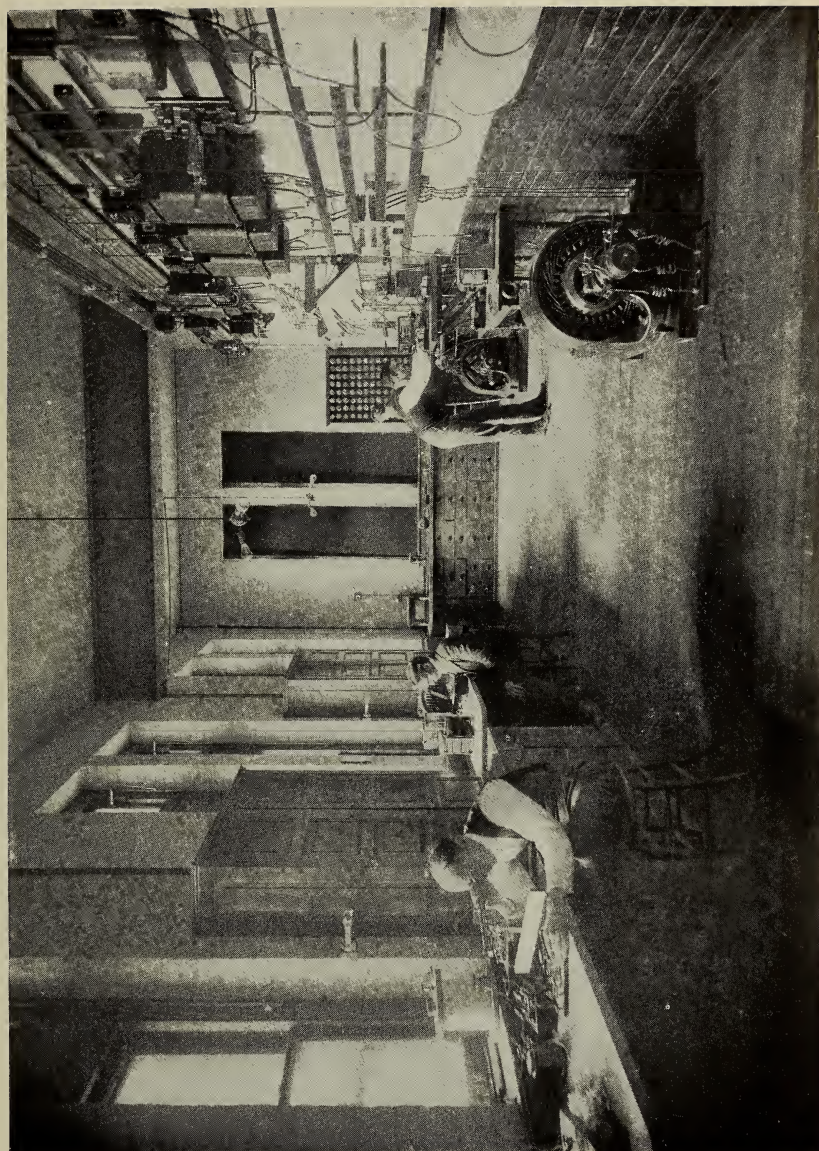
June 26, 1883, was dedicated the bronze statue of Lafayette, which now graces the center of the park, and is said to be the most successful work of America's foremost living sculptor, Mr. J. Q. A. Ward. This was also Mr. Howard's gift. And it is not without reason that Mr. Howard's name is inscribed at one angle and Lafayette's at another angle of the foundation walls of the principal university building.

In 1883 the Hon. Frederick Billings, of Woodstock, presented to the university, first, the famous library of the Hon. George P. Marsh, a collection of 12,000 volumes of rare value and interest; and secondly, the munificent sum of \$100,000 for the erection of a library building suitable to enshrine such treasures as the Marsh collection and the old college library. The Billings Library was completed in July, 1885, at a total cost of \$150,000, with a shelving capacity of 100,000 volumes; such a repository for literary treasures as no other college in America possessed at the time of its completion.

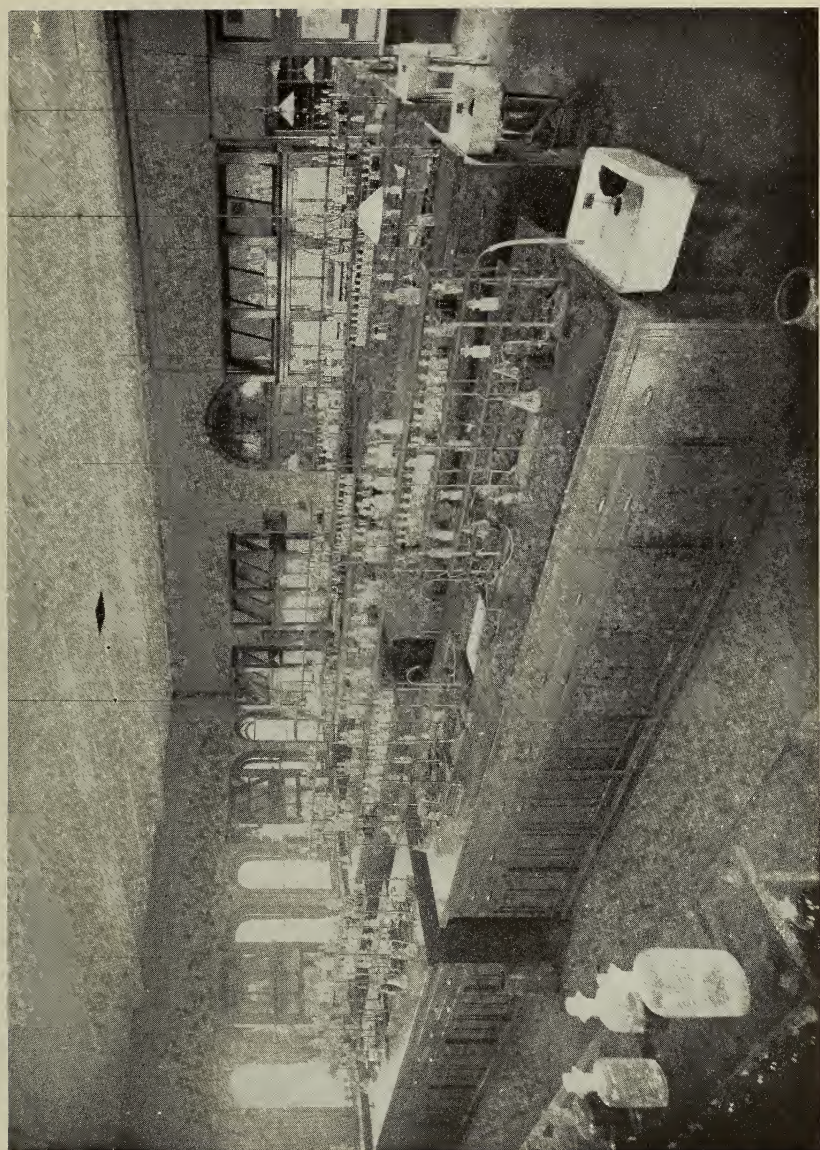
The gift of \$10,000 which Mr. Billings made for the increase of the library is now being expended, and several thousand volumes have already been added. The income from the bequest of Miss Maria Loomis, of Burlington, of the sum of \$10,000, has become available for the purchase of books. The library is open seven hours daily on week days for consulting and drawing books, and for two hours on Sunday afternoons. The reading room of the library is supplied with all the leading scientific and literary periodicals. Persons not connected with the university have the free use of the library for consultation, and on special permission from the president or librarian are allowed to draw books. Students, as residents of the city, have also the use of the Fletcher Free Library, a collection of over 20,000 volumes, for loan and reference, which is open daily.

We can only name the Park Gallery of Art, founded in 1873, by the Hon. Trenor W. Park, of Bennington, which contains a choice collection of casts, paintings, engravings, etc.; the enlarged laboratory, with its ample facilities for chemical manipulation and experiment; the commons hall, built in 1885; the engineering course, which has introduced so many young men into lucrative and honorable positions; the improvements in park and grounds; the considerable increase in the number of scholarships and other proofs of the public confidence, and a steady and substantial progress.

The catalogue of 1891-92 presents an enrollment of 189 students in arts and science, besides 55 in special courses and 209 in the medical



ELECTRICAL LABORATORY.



CHEMICAL LABORATORY.

college. The graduating class in 1891 numbered 29. The total number of graduates in arts was 1,157, of whom 50 are women. The whole number graduated from the medical school was 1,486.¹

The following table shows the attendance of students in the various departments:

	1888.	1890.
Classical	71	66
Literary scientific.....	23	22
Engineering	23	26
Chemical	9	12
Agricultural	9	12
Special.....	6	7
Farmers' class	145	145

The effect of the provision for State scholarships on the freshman class of 1889-90 was very marked and suggestive. The class was the largest in numbers and one of the best in quality that ever entered the university. It has thus become apparent, as the friends of education have always anticipated, that an appropriation by the legislature in aid of university education naturally awakens a new interest in the institution throughout the State, encourages students seeking a collegiate education to resort to the college of their own State, and enables young persons of limited means to acquire an education which would not otherwise be within their reach. Apart from the benefit of the very moderate sum appropriated by the legislature, the recognition of the claim of the university upon State patronage and the expression of interest and confidence in its university by the State have given a decided impetus to the progress which the institution has been making in recent years. It is an unfortunate circumstance that appointments to State scholarships, affording free tuition and incidental expenses to 30 students upon the nomination of senators, become available only once in four years, unless in case of vacancies.

The necessary expenses are as follows:

	Econom- ical.	Liberal.
Tuition per annum	\$60.00	\$60.00
Library, catalogues, and commencement	9.00	9.00
Room rent, with care of rooms, suites accommodating 2, 3, or 4, for each student..	11.50	30.00
Single rooms, with care, \$18 to \$23.		
Contingent expenses for printing, services, repairs, etc	9.00	9.00
Reading room.....	2.00	2.00
Total of college bills	91.50	113.00
Board without rooms, \$2.50 to \$3.50 per week, 37 weeks	92.50	129.50
Fuel, lights, and washing	20.00	30.00
	204.00	272.50

¹Whole number graduates in arts from 1804 to 1889, 1,101. Of these, 56 received the degree of C. E.; 1, M. E.; 41, Ph. B., and 3, B. S. Total of degrees other than A. B., 101. Of the above, 381 became lawyers, 217 clergymen, 75 physicians; 41 (1875-1889) were women. Names of graduates in arts not living, 404; graduates in medicine, 1823-1836, 116; graduates in medicine, 1854-1889, 1,252; whole number of graduates in medicine, 1,368; whole number graduates in course, 2,469; honorary graduates, 368; graduates in arts who became professors in colleges and theological seminaries, 64; other college instructors, 16; college presidents, 11.

The students' rooms are furnished at the expense of the university.

The finances of "The University of Vermont and State Agricultural College" at that time are set forth in the following exhibit from the reports of the treasurer:

	1888-89.	1889-90.
INCOME.		
From interest on Agricultural College fund	\$8,130.00	\$8,130.00
From rents	6,057.38	4,251.12
From funds	7,140.21	7,833.63
From students' bills	5,981.12	4,538.96
"University century" assessments	3,762.50	688.59
From other sources	918.16	1,650.71
From State appropriation		6,000.00
Total	31,989.37	33,093.01
EXPENSES.		
Salaries and wages	24,018.85	25,112.13
Current expenses	5,480.39	5,461.08
Apparatus and department supplies	976.94	1,027.17
Library and reading room	976.94	1,948.96
Repairs and furniture	435.11	376.65
Other expenses	927.89	780.49
Total	32,796.13	34,706.48

The above statement does not include the receipts and expenditures of the medical department or of the experiment station.

In 1886 the total value of property, exclusive of Congressional fund, was estimated at \$520,000; value of lands, \$130,000; value of buildings, \$200,000; value of collections, \$60,000; trust funds, \$120,000.

Of the above, the only item which includes any gift or grant from the State to the university is "value of lands." The reservation of lots for the benefit of the university in the later grants to townships resulted in securing to the university about 29,000 acres of land scattered throughout the State, mostly wild mountain land of little value. From the "public lands" included in the above item, an annual rental of about \$2,700 is received, making the gift to the university from the State to be of the value of about \$45,000.

MILITARY INSTRUCTION.

In accordance with an act of Congress, an officer of the United States Army is stationed at the university as professor of military science and tactics, and all male students, except those in the medical department, are required to take part in military drill and instruction two hours each week. The military exercises are so ordered as not to interfere materially with other college duties, and are sufficiently attractive to inspire interest and enthusiasm in a body of young men.

The United States Government furnishes breech-loading rifles, with ammunition, for infantry drill, and two 3-inch guns, with ammunition and equipments, for artillery practice; so that the student, while

pursuing the usual college curriculum, has an opportunity to become familiar with the practical details of organizing and drilling troops and manipulating firearms. A simple uniform, costing about \$15, is worn during drill.

What sort of discipline the university gives, what kind of men it sends out, may be seen by scanning the roll of its alumni: Dr. Shedd, now of Union Theological Seminary; Dr. N. G. Clark, of the A. B. C. F. M.; Dr. George B. Spalding, of Syracuse, N. Y.; Dr. Ebenezer Cutler, of Worcester, Mass; Dr. I. E. Dwinell, of Oakland, Cal.; Dr. J. H. Hopkins, of Wilkesbarre, Pa.; Bishops Bissel, of Vermont, and Howe (since deceased), of South Carolina, are living specimens from the long list of preachers and theologians whom it has helped to equip. What it has done for law and statesmanship may be suggested by the names of Collamer, Culver, Aldis, Kasson, Eaton, Gilbert, Hale, Benedict, Bennett, Jameson, Palmer, Powers, Smith—a list that might be greatly extended. Among the graduates who have been presidents or professors in other colleges may be mentioned Marsh, Herrick, and Ferrin, of Pacific University; Williams, Weed, Kent, Wells, Dennison, and Dewey, of Michigan University; Peabody, of Illinois Industrial University; Allen, of the University of Pennsylvania; Tuttle, of Cornell; Woodruff, of Bowdoin; Worcester, of Union Theological Seminary; but we will not complete the roll. As to those who have done yeoman's service in other departments of educational work, they are too many for separate mention.

And the university has done something for journalism. In the person of Henry J. Raymond it founded the New York Times; in that of James R. Spalding, of the same class (1840), it created the New York World. It was Alexander Mann, of the class of 1838, who made the Rochester American a power outside the State of New York as well as within it. Dr. Simeon Gilbert, in his conduct of the Chicago Advance, has both done good battle for religion and morals and won himself a good report.

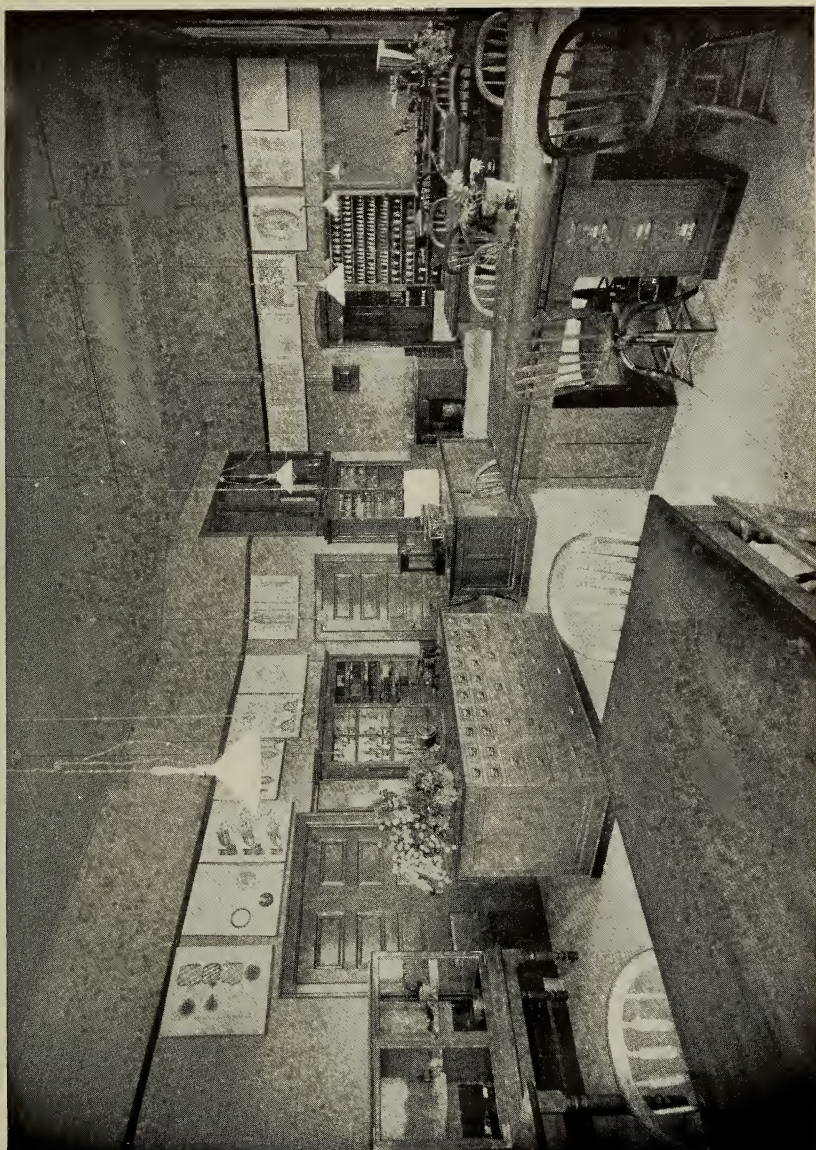
A list of the men of business who have received the diploma of the university would include railroad kings, manufacturers whose wares are sold on other continents, and publishers whose imprint is familiar wherever English books are read. And we have given these few names merely to show by living examples that the institution at least does no harm to such earnest and capable young men as seek from it a practical training for their life work. And some, as the record shows and as we are glad to add, go back again from the college to that oldest and most honorable of all professions—agriculture—and so give practical demonstration that Greek and science and philosophy are no disqualification or damage even to the farmer.

UNIVERSITY BUILDINGS.

In October, 1793, the corporation voted "that early in the next summer a house shall be built on the college square for the use of the university." This building was intended for the residence of the president. It was begun in 1794 and nearly completed in 1795, but was not finished so as to be occupied until 1799. It was situated on the east side of the college park, a little to the south and west of the present museum building. It was of wood, 48 by 32 feet, two stories high, with hipped roof. After serving its original purpose for many years, in process of time this building became unfit for the residence of the president and degenerated into a tenement house. It was commonly known, forty years ago, as the "Old Yellow House," and among the students, owing to the number and variety of its occupants, as the "House of the Seven Nations." One still cold night in the winter of 1844 it was burned to the ground—by a stroke of lightning, as was said by the students. The faculty, however, had a different theory of the matter.

The original college edifice proper was erected in 1801. In October, 1799, the citizens of Burlington offered to the corporation a special subscription of \$2,300 to aid in the erection of this building and in the procuring of books and apparatus, and contracts for the building were made the next year. The structure occupied the same site as the present edifice, and was of brick, 160 feet long, 75 feet wide in the center and 45 in the wings, and four stories in height. It had a hall in each story running the entire length of the building, and contained a chapel, 7 public rooms, and 45 rooms for students. This building was destroyed on the 24th of May, 1824, by an accidental fire, said to have been caused by sparks falling upon the roof from one of the chimneys. The sparks were afterwards ascertained to have come from some shavings which a student had set on fire in his stove on the ground floor. The "different college buildings" were stated, by the Vermont Sentinel, in July, 1805, to have cost thus far \$24,391; but this must be too low a figure, as Thompson gives the cost of the original main building alone at about \$35,000, "the greater part of which was contributed in Burlington and vicinity." It appears also that the funds for building the original president's house came mainly from Burlington.

The new plan embraced 3 buildings, the north and south ones each three stories high and 75 feet long by 36 feet wide, while the middle one was 86 feet long, with a projection in front and rear, and was designed for administrative purposes. It contained the chapel, library, museum, and lecture rooms, besides two rooms which were assigned to the two rival debating societies, the "Phi Sigma Nu" and "University Institute," each with its separate room for a library. The north and south college buildings were finished in the course of



BIOLOGICAL LABORATORY.

1825-26, and cost about \$10,000, "nearly all subscribed by inhabitants of Burlington and vicinity." The middle college was erected and nearly completed in 1829, and cost about \$9,000. The dome by which it was surmounted, and which for more than fifty years served as a beacon for the wide region of country between the Green Mountains and the Adirondacks, was designed, and the working plans therefor executed, by the late Prof. George W. Benedict.

The north and south college buildings were fitted for dormitories. Each was built in two divisions, separated by partition walls. There were no halls lengthwise of any of the buildings, and it was impossible to pass from one division to another or to the center building without going out of doors. All the buildings were of brick and covered originally with tin, which was subsequently, about thirty years ago, replaced with Welsh slate. At this time the buildings, which were originally separated by spaces of some 7 feet, were connected so as to form a continuous wall, and the small rooms thus gained were used in various ways. The total length of the old building amounted, according to these figures, to 250 feet.

In the olden time there were recitation rooms on the lower floor of south college. Soon after Mr. Angell assumed the presidency (in 1866) the lower story of the north college was taken for the general laboratory, lecture, assaying rooms, and other uses of the chemical department. The chapel was refitted and refurnished somewhere about 1860. In 1861, or the earlier part of 1862, the south college was thoroughly repaired, and the interior changed so as to furnish convenient suites of rooms for the use of students. The students' rooms in the north college were remodeled after a similar plan two or three years later. In 1862, also, the present museum building, 40 by 60 feet, was erected. This was originally but two stories high, and owed its existence mainly to the efforts of President Pease and Professor Clark. The third story was added in 1864 at the expense of Hon. Trenor W. Park, of Bennington, for the accommodation of the art gallery. What has been known to later generations of students as the "old president's house," that occupied by Professor Petty, is believed on good authority to have been standing in 1808. By whom or when it was built we have not been able to ascertain. It did not belong originally to the university. C. P. Van Ness is said to have lived in it in 1809, and for many years after that date to have owned and occupied it; but President Haskell is affirmed to have made it his residence after his resignation of the pastorate of the First Church (in 1822), and President Marsh lived and died in it (1826-1842). It was familiarly known in distinction from the first president's mansion—"the old yellow house"—as the "white house." Not long after the death of Dr. Marsh it became a college boarding house, and for some years gathered more students about its long tables than any other 3 or 4 houses in the village.

President Marsh's office, a one-story wooden building, used to stand near the street line to the southwest of the house, and we believe is still preserved as a part of the cottage now occupied by the college janitor.

The president's mansion, now occupied by President Buckham, was built for President Angell in 1869. It was erected during the days of inflated currency, when it took a good deal of money to buy a very little of any other commodity, and cost some \$14,000 raised by subscription in Burlington.

In 1882-83, by the liberality of Mr. John P. Howard, what is known to the present generation as the old college building was thoroughly remodeled and reconstructed at an expense of nearly \$50,000. Greater height was given to each story, and the ends and center brought forward by projections, giving a depth at the center of 60 feet, and at the ends of 42 feet.

The center of the building rises a story higher than the rest and is surmounted by a belfry and spire, the gilded finial of which is 150 feet from the ground. The tip of the center gable is 93 feet from the ground. Between the large projections and gables are two smaller ones, in which are the two front entrances.

As to interior arrangement, the chapel occupies the same position as in the old college building. It is 65 feet long, 33 feet wide, and 23 feet high. Under the chapel is the drill room, over it 2 commodious lecture rooms. To the south and north of the central portion are 6 lecture rooms, each 33 by 25 feet, with large lobbies attached, and 2 smaller recitation rooms, besides rooms for apparatus, chemical stores, waiting room, Y. M. C. A. room, etc. At the north end is the chemical laboratory; over that, the rest of this end and the whole of the south end are devoted to dormitories. The fourth story affords an additional number of dormitories.

The first lectures in the medical department were to mixed classes of ladies and gentlemen at the old "Pearl Street House," not the structure at present occupied by the "St. Joseph's College," but one which was burned on the same site.

The old medical-college building at the south end of the park was erected in 1829, and was originally a plain brick structure of two stories. During the suspension of the medical department from 1830 to 1853, the laboratory and lecture room in this building were used by the professor of chemistry and natural philosophy for the lectures on chemistry and physiology in the academical course. In 1859, at an expense of some \$4,000, the medical building was thoroughly overhauled, and greatly enlarged by an extension to the rear and by the addition of another story to afford room for an enlarged amphitheater, etc. In 1880 the lecture rooms were again enlarged, this time to the utmost extent the building would admit of, and a new chemical labo-

ratory and dissecting rooms were provided in a two-story addition in the rear of the main structure. But these accommodations soon came to be too narrow and in 1884 were abandoned for the new quarters at the north end of the park. This building, formerly the residence of Governor Underwood, was purchased, refitted, and presented to the university for the use of the medical college by the same generous friend who had previously rebuilt the main college edifice.

The Billings Library was completed and dedicated in the summer of 1885, the building having been begun in the fall of 1883. It is of sandstone from Longmeadow, Mass., 190 feet in length and 67 feet in depth at the center. The polygonal apse is 52 feet high and 47 feet in diameter. From the ground to the apex of the central gable is 62 feet, the width of the main front being $58\frac{1}{2}$ feet. The central tower is 90 feet high, constructed entirely of stone. The main library building is 85 feet long by 41 feet broad, with a room beneath of the same dimensions intended for duplicates, Congressional documents, and other volumes not likely to be often consulted, as well as for work tables at which volumes may be prepared for the bindery or for shelving. The library is heated by steam. The central hall is used as a reading room; the apse contains bound periodical literature and special collections for class use, and there are four special rooms besides the librarian's, in any one of which a student or writer who has need of absolute solitude may be entirely by himself. Behind the central hall is a room constructed expressly to contain the library of the Hon. George P. Marsh, 38 feet in length by 32 in breadth, richly furnished in oak, and constituting, with the treasures it contains, an ideal work-room for the scholar.

The interior of the main library building is richly finished in Georgia pine, with the exception of the birch floors and the furniture of the library, which is of oak. The massive mantelpieces, too, are of oak, and show some very fine carving. Excellent carving is exhibited also in the hammer-beams of the apse and in the stonework about and above the entrance. At the angle of the gable, upon a huge, round stone, is carved the seal of the university with its venerable motto, *Studiis et rebus honestis*. The Billings library is built according to what is known as the "slow-burning construction." There are no spaces between the floors; the beams are all solid and exposed; no interstices or corners are left where fire may lurk. All the partitions and spaces are filled with fireproof material, leaving no possibility for fire to start at any point. But there is not space here for a full and detailed description. Suffice it to say that the architecture is of the Romanesque order; that the edifice is one among the most successful of those erected by Mr. H. H. Richardson, a man whose death has been so deeply deplored by all intelligent lovers of architectural art. Over

the generous mantel may be seen the face of the princely donor, Frederick Billings, an alumnus of 1844 and a fellow-townsmen of the Marshes.

Mr. Billings has recently crowned his various gifts to the library which bears his name by an endowment of \$50,000, which is "to be invested and the income exclusively used for the care of the Billings library and the payment of its current expenses." He has also made provision for the publication of a catalogue of the books in the Marsh library, which were given by Mr. Billings to the university in 1883. The sum of all of Mr. Billings's gifts to the library approaches \$250,000. While a few gifts of larger amount have been bestowed on American educational institutions, none have surpassed, if any have equaled, Mr. Billings's bounty to the university of his native State and his own alma mater in the spirit in which it has been given, in the large appreciation of the claims of learning, and in the thoughtfulness and wisdom with which this noble benefaction has been wrought out even in the minutest details.

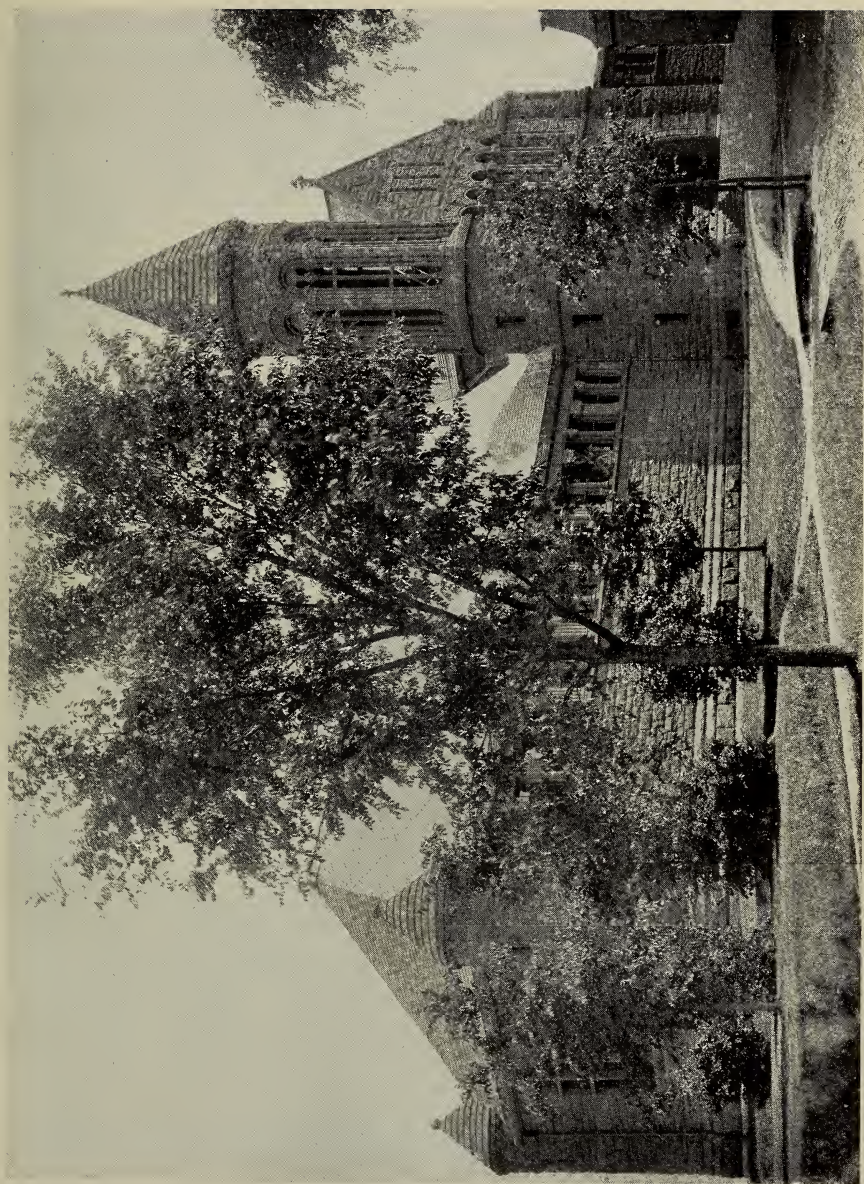
THE MEDICAL DEPARTMENT.

The medical department of the University of Vermont was fully organized in 1821. The gentlemen who composed the faculty at that time were: John Pomeroy, professor of surgery; James K. Platt, professor of midwifery; Arthur L. Porter, professor of chemistry; Nathan R. Smith, professor of anatomy; and William Paddock, professor of practice and materia medica. Instruction was given by these gentlemen and their successors for thirteen years, during which time 114 students were graduated from the institution. The result of the enterprise was not successful, for after 1825 the number of students steadily diminished, and in 1836 the department ceased to exist.

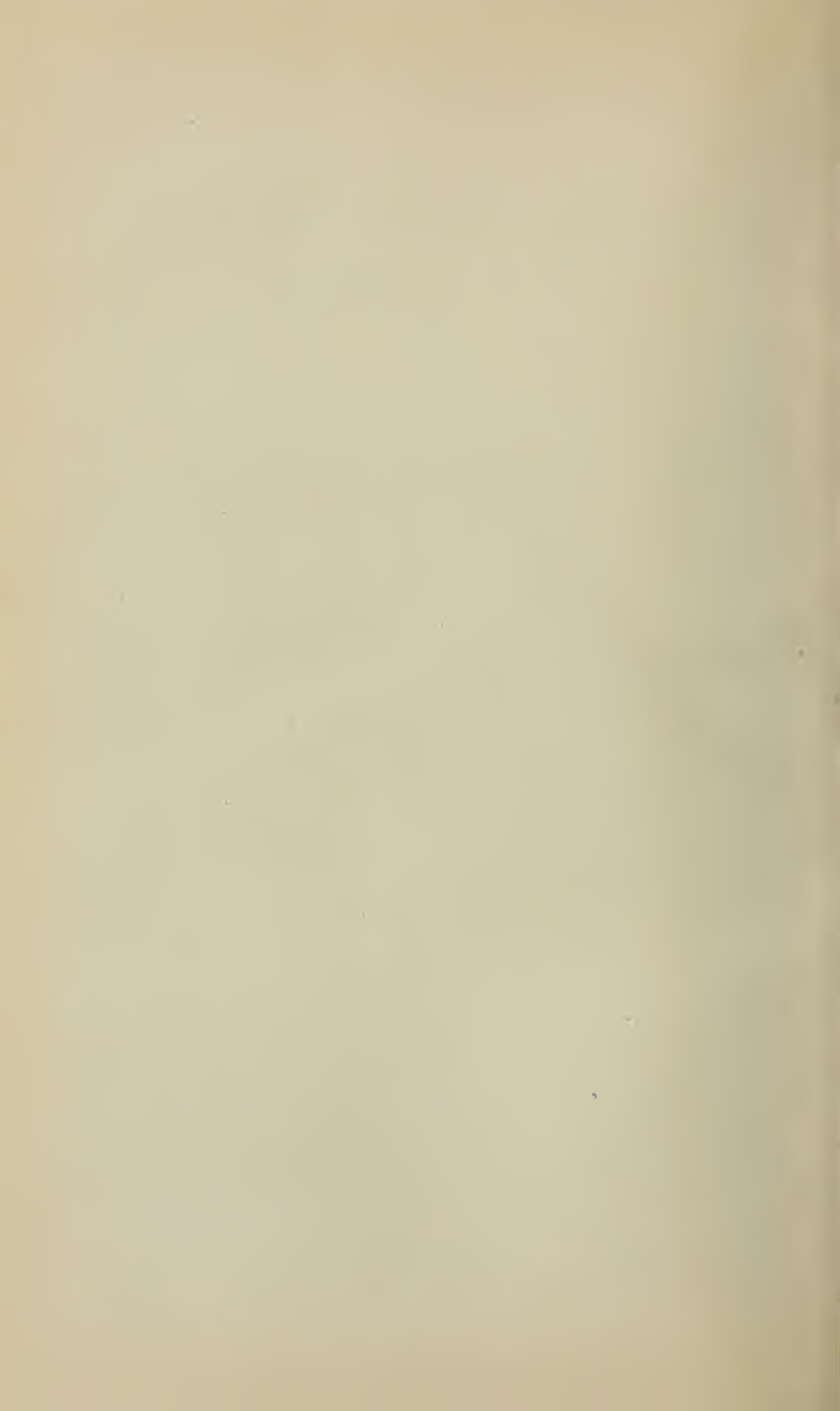
A medical college was established in Woodstock, and incorporated October 26, 1835. In 1843 there was a faculty of 8 professors, among whom was the Hon. Jacob Collamer, professor of medical jurisprudence, who afterwards became United States Senator. The college was then in a flourishing condition, and had a large number of students enrolled.

In the same year, 1843, there was a medical college in Castleton and 2 courses of lectures were annually delivered, each course covering a period of fourteen weeks. The fee for matriculation was \$5; for all the lectures, \$50; the cost of graduation, \$16. There were 8 professors in the faculty, and in the year named 105 students enrolled at the spring term and 109 at the fall term.

Two unsuccessful attempts to revive it were made by Dr. S. W. Thayer, the first in 1840, the second in 1842; but it was not until 1853 that Dr. Thayer, with the aid of President Smith, Rev. John Wheeler,



BILLINGS LIBRARY.



Professor Benedict, Hon. John N. Pomeroy, and other public-spirited citizens of Burlington, succeeded in reorganizing the medical college. The new medical faculty consisted of Horatio Nelson, professor of surgery; S. W. Thayer, professor of anatomy; Orrin Smith, professor of obstetrics; Henry Erni, professor of chemistry, and Walter Carpenter, professor of materia medica. Since this time the growth and prosperity of the institution have been uninterrupted. During Professor Thayer's long connection with the medical department he spared neither time nor labor in its promotion. Professor Carpenter filled the chair of materia medica from the organization of the college in 1853 until 1857, when he was made professor of theory and practice, a position which he held until his resignation in 1881. Professor Thayer lectured on anatomy and surgery, besides discharging the duties of dean and secretary, from 1855 until 1872, when he left Burlington to reside for some years in the West. At this time he was made an emeritus professor of anatomy. On his return to active practice in Burlington, in 1881, he was reappointed dean of the medical faculty, and took the chair of hygiene.

Among the distinguished medical teachers who in former years have occupied chairs in the medical faculty may be mentioned the late Prof. Nathan R. Smith, M. D., of Baltimore; Alonzo Clark; the late Drs. John Pomeroy, Nathan Smith, William Paddock, S. W. Thayer, Dr. Bliss, Edward E. Phelps, Benjamin Lincoln, Horatio Nelson, Professor Perkins, and Orrin Smith; the late Prof. William Darling, M. D., LL. D., F. R. C. S. (England); the late Prof. J. L. Little, M. D., of New York; others of professional eminence still living, who were formerly associated with the medical faculty, are as follows: Ordronaux, Hammond, Roosa, Dunster, Yale, Thomas Antisell, of Washington, D. C., and Hon. Edward J. Phelps.

It has been the custom of the medical faculty to select from other institutions, and from all parts of the country, the best teachers that could be obtained, a custom which has been facilitated by the circumstance of the regular lecture sessions being held from March till July, when the lecturers from the large colleges of other cities, holding their lecture sessions only during the winter months, could thus be enabled to contribute their services to the University of Vermont. And the past history of the college and its present prosperity sufficiently demonstrate that this plan has been eminently successful.

No single act of any individual has conferred more benefit upon the medical college than the generous act of Miss Mary Fletcher in founding the hospital which bears her name. Since the opening of the Mary Fletcher Hospital the students of the medical department have had access to its wards and amphitheater. They are thus enabled to enjoy clinical advantages such as are afforded by few, if any, other places of the size of Burlington.

Since the establishment of the Mary Fletcher Hospital the attendance of students has greatly increased and the number of those graduating more than doubled.

To accommodate the students the old college buildings had been from year to year enlarged, until in 1884 it became evident that an entirely new structure would be required. At this juncture the medical faculty were agreeably surprised to receive from Mr. John P. Howard the munificent gift of a new and commodious college building. This new structure, which had been so far completed as to accommodate the class that year, was elaborated and entirely finished in readiness for the session of 1885. The new structure is a substantial brick building, situated on Pearl street, on the north side of and immediately overlooking the college park. It is provided with an amphitheater capable of comfortably seating 350 students. The laboratories for practical chemistry and physiology and the dissecting room for practical anatomy are ample in size and supplied with every modern convenience that may contribute to the comfort of the student and facilitate his work.

The college museum is spacious, well lighted, and contains a large collection of carefully prepared specimens, many of them rare, illustrating alike normal and pathological structures. The entire edifice is heated by steam, thoroughly ventilated, and in all its appointments completely adapted to medical teaching.

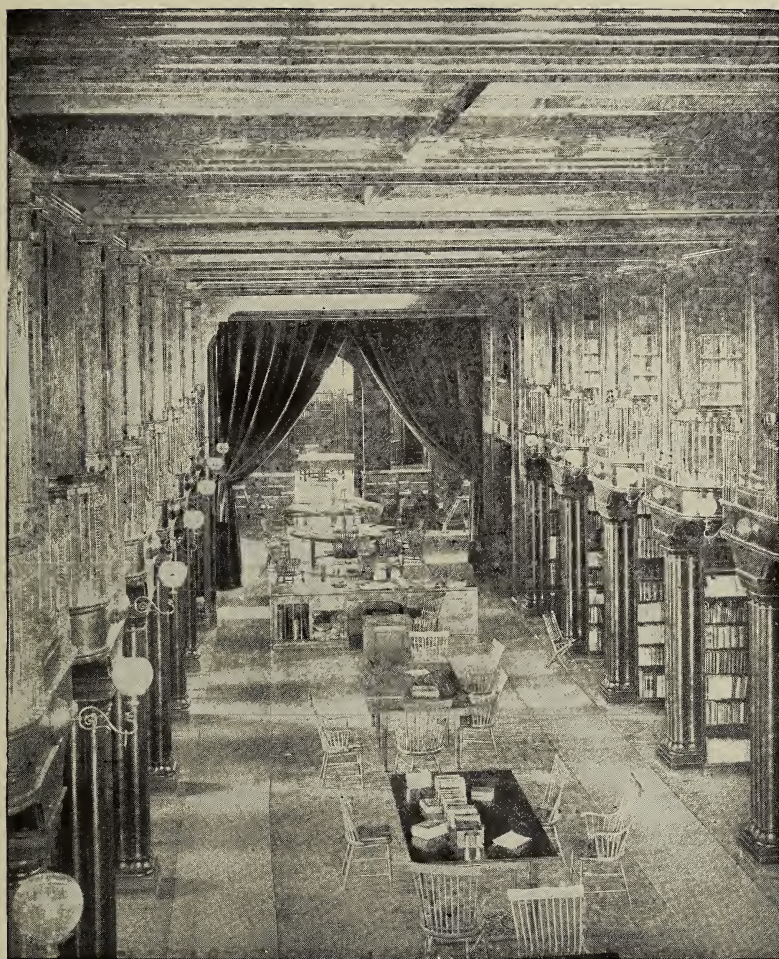
Among the many magnificent and liberal gifts, amounting in the aggregate to nearly half a million dollars, which Mr. Howard has so generously bestowed upon the city of Burlington none will reflect more lasting praise or elicit more grateful acknowledgment than this much-needed and elaborate college building, erected for the promotion of medical education and dedicated to the advancement of medical science.

In order to render several courses of instruction as thorough as possible, the faculty have selected a number of medical gentlemen to lecture upon special subjects. Such parts of the regular course as are not taught in detail by the regular professors will thus receive special attention from gentlemen who are acknowledged authorities in their respective specialties, each one giving a short and practical course of lectures.

The plan of instruction adopted by this institution comprises a complete course of lectures upon the seven branches of medical science, viz, anatomy, physiology, chemistry, materia medica and therapeutics, surgery, obstetrics, and the theory and practice of medicine.

REQUIREMENTS FOR GRADUATION.

Students who have matriculated in this college prior to July 1, 1890, will be subject to the regulations and requirements for graduation as printed in the announcement for 1890.



MAIN BOOK ROOM OF LIBRARY.

Three full courses of lectures, of at least twenty weeks each, will be absolutely required of students who do not come under the above regulation, and no period of practice will be taken as an equivalent of one course.

No candidate shall be admitted to an examination until all fees due the college from such candidate shall have been paid.

Candidates for the degree of Doctor of Medicine, before presenting themselves for examination, must have attended at least 3 full courses of lectures of twenty weeks duration each, the last at this college. The candidate must have studied medicine three years, must have attained the age of 21 years, and must present full certificates of the time of his study, of age, and of moral character. Each candidate is required to deposit his examination fee with the secretary of the medical faculty one month before the close of the session, and to furnish evidence of having pursued the study of practical anatomy under the direction of a demonstrator. He must also pass a satisfactory written or oral examination before the medical faculty and board of medical examiners appointed by the State Medical Society. No thesis is required.

Matriculation fee, payable each term	\$5. 00
Fees for the full course of lectures by all the professors:	
First and second year, each	75. 00
Third year and subsequent years, each	50. 00

AGRICULTURAL DEPARTMENT.

In 1862, largely through the exertions of Hon. Justin S. Morrill, then Representative and since Senator from Vermont, Congress passed an act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and the mechanic arts. Under the provisions of this act the legislature of Vermont chartered, in 1862, the Vermont Agricultural College, which, failing to receive the support necessary to put it into operation, was, by an act approved November 6, 1865, incorporated with the University of Vermont into one institution by the name of "The University of Vermont and State Agricultural College." It is the Agricultural and Mechanical College of Vermont.

The university and agricultural college have each a board of 9 trustees, the members of the latter being chosen by the State legislature; and, according to an act of legislature, "all the trustees shall, together with his excellency the governor of the State and the president, who shall be ex-officio a member, constitute an entire board of trustees of the corporation hereby created, who shall have the entire management and control of its property and affairs, and in all things relating thereto, except in the elections to fill vacancies, shall act together jointly as one entire board of trustees; provided that all future elections or appointments to said board of trustees shall be made with special reference to preventing any religious denominational preponderance in

said board." The institution has, therefore, one board of trustees, one treasury and financial management, and one set of officers.¹

At the time of the opening of this department it was found that there was a call from students for instruction in those sciences relating to the mechanical arts, and that there was no desire on the part of the young men of the State to receive instruction in agriculture pure and simple. As was natural, the university directed these forces toward the satisfying of the present demand, and the principal part of the instruction given under the head of agriculture and mechanical arts was for some years given in the course of engineering and of chemistry. The work in chemistry was broadened to include agricultural chemistry, with special reference to the problem of fertilization. In 1877 the university began its first purely agricultural work by a course of 50 lectures on veterinary medicine by Prof. Noah Cressy, one half delivered in Burlington and the other half at various places around the State in connection with the meeting of the Board of Agriculture and Dairymen's Association. About the same time Prof. W. O. Atwater, of Wesleyan University, conducted at the expense of the university an extended series of experiments throughout the State on fertilizers. From that time until the present, representatives of the university have attended the various meetings of the Board of Agriculture and Dairymen's Association, and the various farmers' clubs throughout the State.

In 1879 and 1880 the work throughout the State on fertilizers was continued and prizes were offered for the largest crops of corn and potatoes raised by farmers' boys. In 1881 an analysis of commercial fertilizers sold in the State was made a part of the work of the professor of chemistry, and in 1885 the first purely agricultural instruction at the university was given by the professor of chemistry on the subject of "fertilization of crops," there being 18 students in attendance.

¹ It should be understood that the legislature has no power over the charter of the institution. A clause in a proposed charter making it amendable and repealable by the legislature caused the rejection of that charter by the university, and was left out of the present charter. The legislature can not revoke or alter the grants made in the charter to the institution without its consent. In case the corporation "shall fail substantially to carry out the provisions and requirements" of the charter, the supreme court of this State may, by a legal process which has been set forth by an act of the legislature, annul and vacate the charter and separate the institution into the two parts of which it was originally composed. But the legislature has virtual control over the institution through the power it has of electing one-half the board of trustees and of appointing a board of visitors who may "examine the affairs of said corporation." This last-mentioned power the legislature has never exercised. It is worth considering whether the appointment of such a board of visitors, made up of men representing "the several pursuits and professions of life," who should periodically visit the institution and make careful and intelligent examination of its affairs and report thereon to the legislature, would not prove helpful to the institution and to all the interests concerned.

The next year, 1886, a professor of agriculture was appointed, the winter farmers' class continued, being attended by 30 students. The State legislature in the fall of 1886 appropriated \$3,500 annually for the establishment of an experiment station.

In accordance with the provisions of the State Experiment Station law the trustees of the University of Vermont and State Agricultural College proceeded to appoint a board of control for the station. The board at once took possession of the old medical college building, which was placed at their disposal for the use of the station by the university, and proceeded to make such repairs and alterations as were needed, and to construct and equip the laboratory and other rooms required for experimental work. The director and his assistants, as soon as the fixtures and apparatus were in readiness, began the investigations and researches specified in the organic act, specially the analysis and testing of fertilizers, natural and commercial, licensed and unlicensed, and the study of new fodders with reference to their adaptation to our soil and climate, their chemical compositions and feeding values. The results of these researches have been published and distributed from time to time in bulletins and are incorporated in the annual report of the station.

The appropriation was continued by the State for three and a half years and was withdrawn on account of the passage by Congress of the so-called Hatch Act, which gives \$15,000¹ annually to the university for conducting the work of the experiment station. But as the money from the national appropriation could not be used for building, a limited extension of the State appropriation was granted by the legislature of 1888, amounting to \$5,250. In 1888 a farm of 104 acres was purchased in South Burlington and a full line of experimental work instituted. During the winter of 1887-88 a regular course of farmers' lectures was conducted with an attendance of from 60 to 130 at each session, and also a short course in agriculture was offered, attended by 9 students. This short course has been gradually lengthened until now there is a four years' agricultural course leading to a degree, as also a two years' course, which is so arranged as to enable the student to devote his whole time to the study of the principles and processes of

¹The measure which Senator Morrill has for many years patiently urged upon Congress for "the more complete endowment and support of the colleges," which owe their existence to his wisdom and energy, became a law, August 30, 1890. This act provides for paying to the colleges established under the act of 1862 \$15 000 annually, increasing by yearly additions of \$1,000 to \$25,000 "to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic science, with special reference to their application in the industries of life, and to the facilities for such instruction," with the further limitation that "no portion of said moneys shall be applied, directly or indirectly, under any pretense whatever, to the purchase, erection, preservation, or repair of any building or buildings."

farming and to those branches of science most closely related to agriculture. The catalogues of 1891-92 embraced 26 agricultural students distributed among all of the 4 classes. The winter course of lectures was continued each winter up to 1891, inclusive. During the winter of 1891-92 its place was taken by a dairy school lasting four weeks and attended by 50 pupils. The farm in South Burlington was so far distant from the university as to render it of little value for the purpose of instruction and to make it difficult to carry on successful experimentation. In 1891 a second farm was purchased adjoining the university property and a full set of buildings erected, the farm and buildings together costing about \$35,000. The university is thus at present one of the best-equipped agricultural colleges for the purpose of experiment and instruction. The faculty of the agricultural department has grown correspondingly, until at the present it comprises 16 men, 5 of whom give their entire time to the agricultural department and the rest give instruction in this and in other departments.

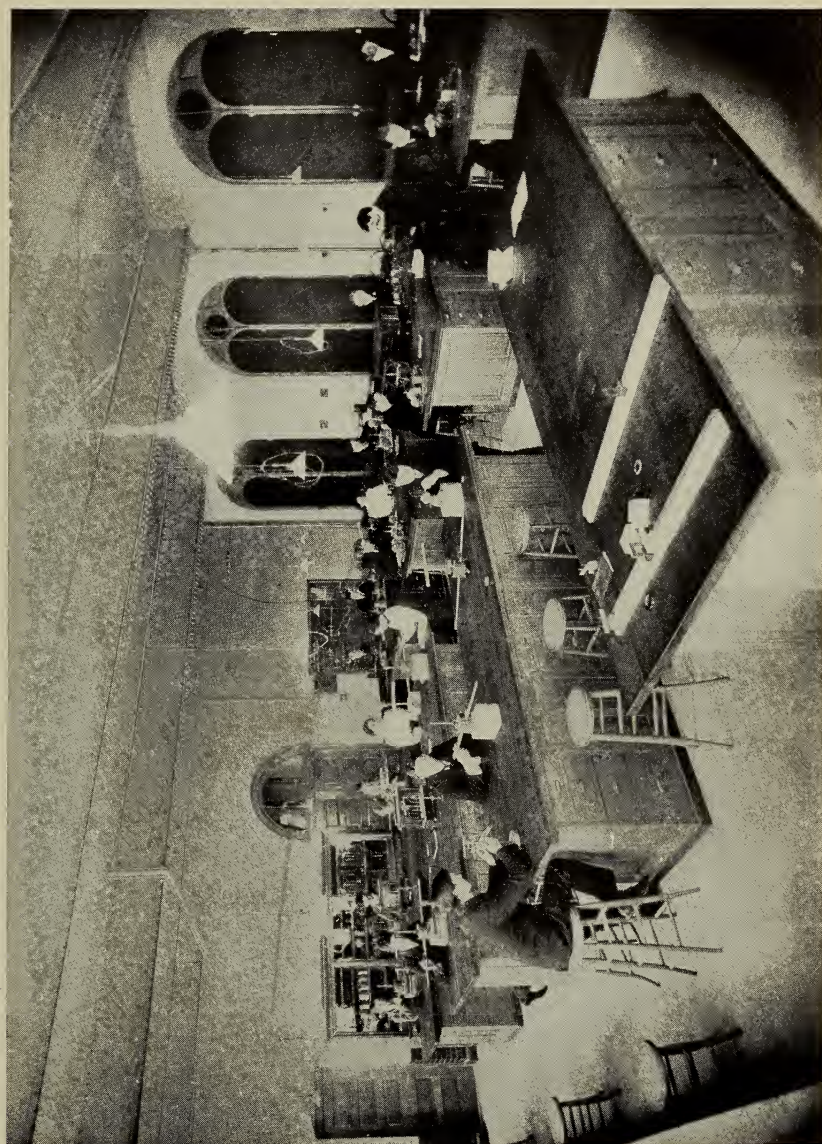
Applicants for admission to the agricultural course must be at least 15 years of age, must bring satisfactory testimonials of good character, and be prepared to pass a satisfactory examination in the branches of a common school education, particularly in English grammar, geography, and arithmetic.

Agricultural students who are residents of Vermont are not required to pay tuition; no laboratory fee is charged, and no charges made for use of chemicals and apparatus. The actual cost of apparatus broken is charged to the student to insure carefulness in its handling. There is a Commons Hall on the university grounds, at which good table board is furnished to students at cost. The rate of board at present is from \$2.50 to \$2.75 per week. Good board, with room, may be obtained in private families at \$3.50 to \$4.50 a week.

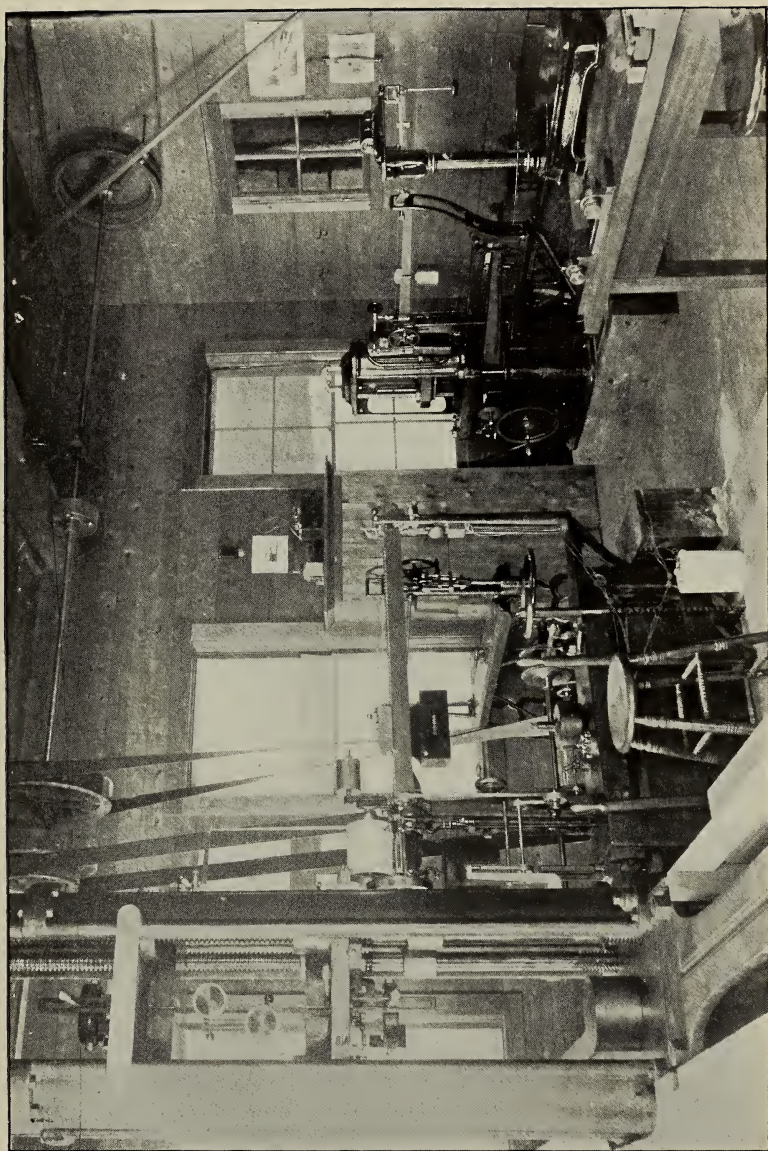
The agricultural students have all the privileges of the library, reading room, museum, etc., the same as the other students. They also have the advantages of the presence of the State Agricultural Experiment Station, where the newest theories are being tested and the most approved methods used.

INSTRUCTION IN THE MECHANIC ARTS.

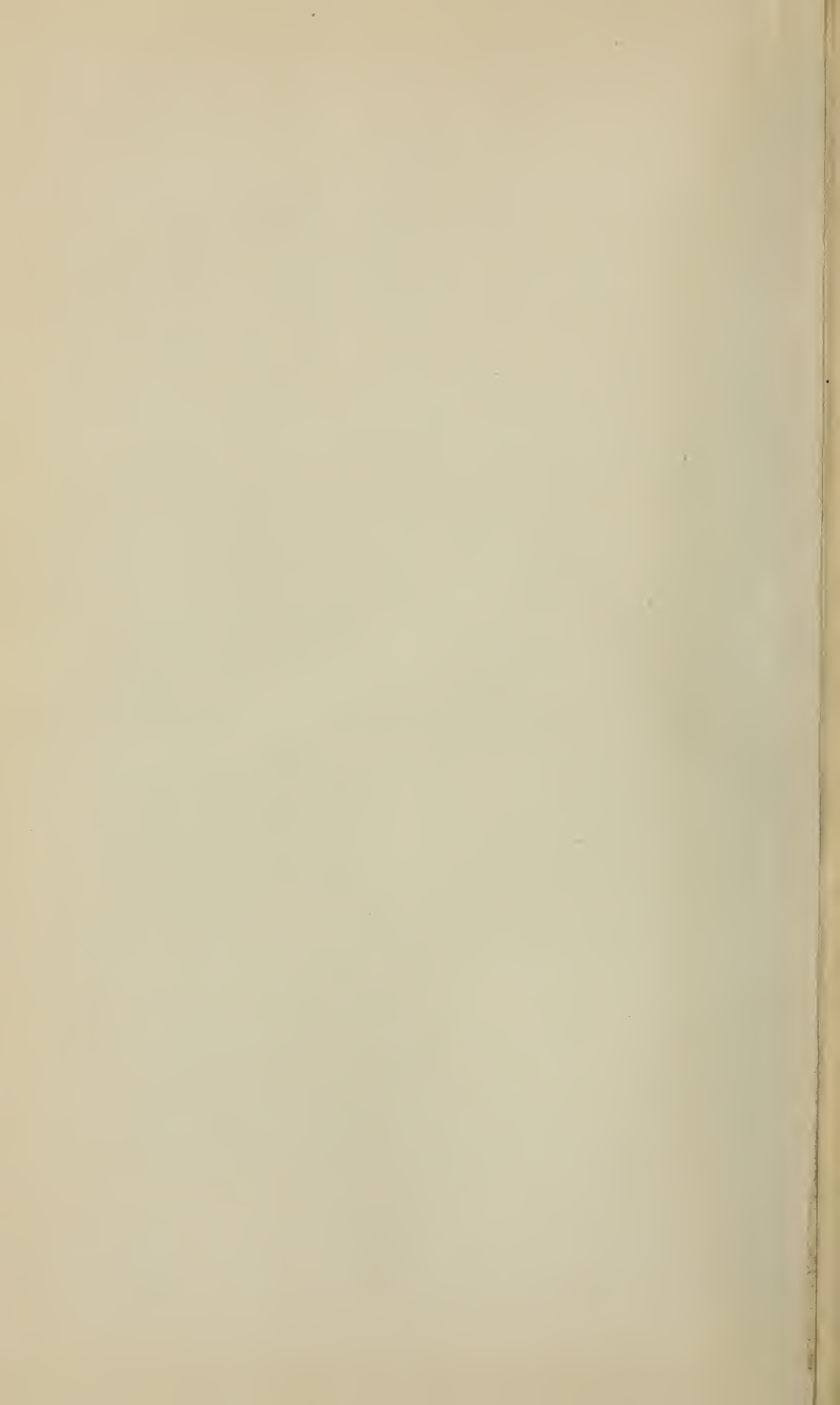
The act of Congress establishing the national colleges places "the mechanic arts" side by side with agriculture in its provisions for education. The term "mechanic arts" was evidently intended to be interpreted largely as equivalent to "the other industrial arts." Under this head this institution has provided for instruction in the departments known as the civil engineering and the chemical. These terms, it should be understood, include a variety of subjects besides chemistry and engineering proper, and in fact embrace a large part of the field of science as applied to the industrial arts.



PHYSICAL LABORATORY.



TESTING LABORATORY OF ENGINEERING DEPARTMENT.



The studies pursued comprise mechanics, drawing (to which a large amount of time is devoted), civil engineering, electrical engineering, surveying, both theory and practice, and sanitary engineering. Attention is also given to the preparation of specifications and contracts.

The new building for the mechanical and electrical engineering departments at the University of Vermont is practically finished. The equipment, including boiler, engine, machinery, and tools is first class throughout, and compares favorably with that of any similar institution in the country.

A BRIEF HISTORY OF MIDDLEBURY COLLEGE.

By CHARLES B. WRIGHT, of the Department of English.

CHARACTER OF THE EARLY SETTLERS.

As Vermont was settled by emigrants from the older New England States, especially Connecticut and Massachusetts, it is natural that her civil, religious, and educational institutions should in many ways be duplicates of theirs. The settlers brought with them and retained in their new surroundings a strong belief in the church, the schoolhouse, and the college as essential elements of healthy, permanent growth. Privations only strengthened this belief and stimulated their determination to establish among themselves at the earliest possible day the institutions whose models had been so integral a part of their previous experience. It needed only a sufficient number of families in any neighborhood, therefore, to secure the organization of a school district without delay. As soon as a village became populous, a grammar school or an academy was projected. The political situation, however, was for many years extremely unfavorable for educational development. Besides the obstacles obtaining in all new settlements, there were many special hindrances. The controversies in which the inhabitants were so long involved for autonomy and the Revolutionary war both bade fair to annihilate Vermont as an independent State and turned all thoughts toward preservation rather than toward culture. Previous to her admission to the Federal Union almost the entire energy of Vermont had been absorbed in what may be called without exaggeration a fight for life. Under all the circumstances, then, it is a very creditable showing that previous to the close of 1791 four grammar schools had been incorporated: Clio Hall, at Bennington; Windsor County Grammar School, at Norwich; Rutland County Grammar School, at Castleton, and Athens Grammar School, at Athens. Nor is it surprising that during the next ten years, the adverse pressure having finally been removed, eight similar institutions were added to the list: Cavendish Academy, Caledonia County Grammar School, Addison County Grammar School, Franklin County Grammar School,

Montpelier Academy, Windham Hall, Chittenden County Grammar School, and Brattleboro Academy. The day when institutions similar to Yale and Harvard should crown Vermont's educational system had doubtless been looked forward to for many years as a consummation possible when peace should come, but it was not till November, 1791, that the legislature passed an act establishing a home college, the University of Vermont at Burlington. Previously, however, in 1785, while the controversy was yet unsettled between New Hampshire and Vermont, the latter had granted to Dartmouth College and Moor's Charity School 23,000 acres of land.

For various reasons, after the act of incorporation had been obtained in 1791, nothing was done at Burlington for a number of years toward putting a college into operation. In the meantime inhabitants of Middlebury and vicinity were moving for a college there. Young men desirous of a college education had to leave the State to obtain it, and great inconvenience resulted in consequence. It is related that the father of Jeremiah Evarts, when on his way to New Haven to place his son in Yale College, visited friends in Middlebury and expressed his regret at being forced to send his son so far because there was no college in Vermont. The University of Vermont seemed unable to furnish immediate relief. "The town contained but few inhabitants, and it was not in their power to erect the necessary buildings, procure a suitable library, philosophical apparatus, or the proper accommodations for professors and students. The trustees were embarrassed, seldom met, and a president was not appointed for the seminary."¹

SECURING THE CHARTER.

The Addison County Grammar School had been given its charter in 1797, and its prospects were exceptionally bright. The act of incorporation had required \$1,000 for building purposes, but more than \$4,000 had been raised, the inhabitants of Middlebury being the principal donors. In 1798, while the building was being erected, Dr. Timothy Dwight, then president of Yale College, visited Middlebury and encouraged the plan of establishing a college there. Everything, indeed, conspired to make such a plan feasible. The building provided for the grammar school was amply large for both school and college purposes. It was of wood, 80 feet by 40, and three stories high; it contained convenient rooms for students and a chapel in the upper story. The founders of the school had "procured books, appointed an instructor, and collected a number of students. Their exertions had produced more of a literary appearance than was to be seen at Burlington. In this state of things they asked the legislature

¹ Williams's History of Vermont.

to let them go on and make a college out of the school they had already formed. The matter had been suggested to the assembly at Windsor the year before. It was now urged with more warmth, and the legislature was invited to view and examine what they had already done. After much debate and reasoning upon the subject a majority of the house were of opinion that the exertions of Middlebury ought to be encouraged; that the most probable way to encourage the introduction and cultivation of science in the State would be to favor those who were willing to be at the expense of it, and to make it the interest of such societies to endeavor to excel and improve upon each other."¹

Two causes operated, it would appear, to delay the granting of the desired charter: The direct efforts of the opponents of such incorporation, and, to a less extent, the political agitations of the time in connection with the administrative policy of President Adams, which appear from the records to have been of absorbing interest to the successive legislatures. That of 1800, however, was more deeply concerned in the advancement of the interests of the State through the encouragement of education and literature, and the efforts of those who had been so repeatedly advocating a Middlebury charter were in that year rewarded with success. The following summary from the journals of the general assembly of the State of Vermont will show in detail the legislative action:

Wednesday, October 31, 1798: A petition of Gamaliel Painter, and others, trustees of the Addison County Grammar School, stating that the petitioners and others, inhabitants of Middlebury, induced by an ardent desire to promote and encourage the education of youth by establishing and carrying into immediate operation a college or university within the State, have erected large and convenient buildings suited to the purposes of a college, and praying the legislature to establish a college in Middlebury and to grant a charter of incorporation to such trustees as shall be appointed, vesting in such trustees such rights and privileges as are enjoyed and exercised by such bodies—was referred to a committee consisting of one member from each county, to be nominated by the clerk of the house. Referred, Monday, November 5, 1798, to the next session of the legislature.

Saturday, October 12, 1799: Petition received from last session of the legislature referred to a committee to join a committee from the council, and on Monday, November 4, 1799, referred again to the next session of the legislature.

Saturday, October 11, 1800 (two days after the opening of the session at Middlebury): Petition referred from the last session of the general assembly referred to a committee to join with one appointed on the part of the council.

Tuesday, October 28, 1800: Committee reported a bill entitled "An act incorporating and establishing a college at Middlebury, in the county of Addison;" the incorporation being declared expedient by the house in committee of the whole, Wednesday, October 29, 1800.

Friday, October 31, 1800: Bill read a second time, and ordered engrossed and sent to the governor and council for revision and concurrence or proposal of amendment; yeas 117, nays 51. The governor and council concurred, without amendment, in a message to the house, Saturday, November 1, 1800.

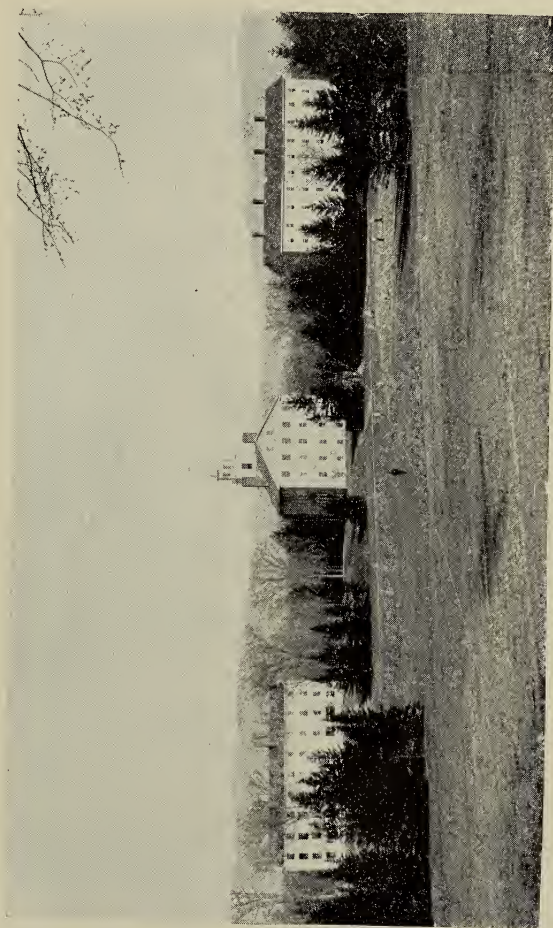
¹ Williams's History of Vermont.

The charter bears the date of November 1, 1800. It is signed by Isaac Tichenor, governor, and Roswell Hopkins, secretary of state. In it Messrs. Jeremiah Atwater, Nathaniel Chipman, Heman Ball, Elijah Payne, Gamaliel Painter, Israel Smith, Stephen R. Bradley, Seth Storrs, Stephen Jacob, Daniel Chipman, Lot Hall, Aaron Leeland, Gershom C. Lyman, Samuel Miller, Jedediah P. Buckingham, and Darius Matthews are constituted "an incorporate society, or body corporate and politic," to be "called and known by the name of the president and fellows of Middlebury College." Of this number, 5—Gamaliel Painter, Seth Storrs, Samuel Miller, Daniel Chipman, and Darius Matthews—had been appointed trustees of the Addison County Grammar School on its incorporation in 1797. Until 1805 the work of both the college and the grammar school was carried on in the same building. President Atwater continued to be the nominal principal of the academy, though he no longer gave instruction. He had been recommended to the principalship by Dr. Dwight, with a view to the presidency when a college charter should be secured. In 1805 the preparatory school was removed to a building erected in 1803 for the female seminary, and vacant because of the death of the principal, Miss Strong.

THE FIRST FIFTY YEARS.

Two things are noticeable in connection with the foregoing account. The college was a natural development from the grammar school, with which at the outset it sustained peculiarly intimate relations. It was, in its inception, under the stimulus of Yale College, in the person of its generous-minded president. Dr. Dwight traveled much in New England and New York and visited Middlebury three times—in 1798, 1806, and 1810. It was on the occasion of his first visit that he urged the establishment of a college. "The local situation, the sober and religious character of the inhabitants, their manners and various other circumstances" rendered the village, in his judgment, "a very desirable seat for such a seminary." Nor did he subsequently lose his interest in the enterprise. In 1811, after his later visits, he wrote what is perhaps (after the petition to the legislature of 1810) the most attractive picture that remains to us of the institution as it appeared in its early days:

"The academy began to prosper from the time when it was opened, and was in the year 1800 raised by an act of incorporation into a college. From that time to the present it has continued to prosper, although its funds have been derived from private donation, and chiefly, if not wholly, from the inhabitants of this town. The number of students is now 110, probably as virtuous a collection of youths as can be found in any seminary in the world. * * * The inhabitants of Middlebury have lately subscribed \$8,000 for the purpose of erecting another



THE OLD COLLEGE ROW, FROM THE WEST.

collegiate building. When it is remembered that twenty-five years ago this spot was a wilderness, it must be admitted that these efforts have done the authors of them the highest honor."

The first meeting of the corporation was held November 4, 1800. Seth Storrs was appointed secretary and Joel Doolittle tutor. Seven students were admitted to the college on the day following. The first alumnus of the college was Aaron Petty, who was graduated in 1802. Walter Chapin, Henry Chipman, and Edward S. Stewart, who had entered as sophomores, were graduated in 1803. The graduating classes continued to grow from this time. The class of 1805 had 16 members; that of 1808, 23; that of 1811, 19, and that of 1812, 26. These were the largest classes during that period.

"As in other infant institutions," says a chronicler of the college annals of that day, "so in this, the advantages enjoyed were very limited; but there was, on the part of the students, a literary enterprise, a readiness to engage and persevere in literary labor, that compensated in some degree for the deficiencies in the means of instruction. The privileges were not numerous, and, as an offset to this, they were not neglected. The strong feeling of individual responsibility produced vigorous intellectual effort. Many of the students were in moderate circumstances and of mature age, and hence there was an economy in their expenses and a sobriety in their manners that were favorable to the reputation of the college."

The young institution led a precarious life financially for many years. In speaking of its founders in his salutatory address at the semicentennial of 1850, President Labaree declared that if there is any evidence of want of wisdom on their part it is found in the attempt of the incorporators to establish an institution of a high order without adequate endowments. He had been assured, however, by one of their number, Daniel Chipman, that the attempt never would have been made had there not been at the time a confident expectation of receiving the income from the public lands of the State. That hope was not realized, and no recourse was left but to throw the institution upon the benevolence of a people so capable of appreciating its value and importance. Up to 1888 the only funds ever received from the State were \$1,400. The University of Vermont had received a loan from the State school fund. This loan had been on interest for several years. On the application of the university to be released from payment, the legislature directed in 1852 that the amount be divided between that corporation, Middlebury College, and Norwich University. The share of Middlebury was the amount above indicated. The history of the petition of 1810 is the history of all the various applications made in early years for aid from the legislature. It had been resolved at a meeting of the corporation in October of that year to erect

a new college building. It was also resolved to petition the legislature for assistance, Gamaliel Painter representing the town of Middlebury in that session. The resulting memorial is of interest from the view it gives of the inside workings of the institution:

To the honorable the general assembly of the State of Vermont, to be convened at Montpelier on the second Thursday of October, A. D. 1810:

In obedience to your resolution of the 7th November last, the president and fellows of Middlebury College respectfully make known to your honorable body the situation and circumstances of the seminary which has been committed to their direction. Previous to the establishment of the institution, a building had been erected containing a chapel and 20 rooms for students, and a small library had been procured. The legislature in their wisdom saw fit to grant a charter of incorporation without funds and without governmental patronage, in order that a fair experiment might be made whether an institution of learning could support itself, or whether it could be endowed and supported by the liberality of the friends of science and by an ordinary tax for tuition. Various were the opinions of individuals respecting the results, and some ventured to call in question the wisdom of the legislature even for permitting the experiment to be tried; but the result, it is confidently believed, will, from the following statement, appear highly honorable to the legislature, who were the founders of the college, and afford no inconsiderable satisfaction to the friends of literature and sciences. Since the institution was established 93 young gentlemen have gone through the regular course of studies and received the degree of bachelor of arts, most of whom are now engaged in useful occupations in society and some hold important offices under the government of this State. * * * The officers of the college consist of a president, a professor of law, a professor of mathematics and natural philosophy, a professor of languages, a tutor and librarian, a treasurer, secretary, and inspector of college buildings. The professor of mathematics and natural philosophy began to discharge the duties of his office in 1809. The professor of law has this year commenced a course of legal instructions. The professor of languages officiates at present only as senior tutor, but is to enter on the duties of his office as professor at the commencement of next college year. From the above catalogue of officers, the corporation flatter themselves, it will appear that the students in Middlebury College have all the advantages which can be derived from a sufficient number of instructors, and they feel peculiar pleasure in being able to state that the attention of the officers of the college to the instruction and government of the students can not be easily surpassed. It is chiefly owing to this circumstance that an uncommon degree of industry and good order is visible among the present members of the institution. The students of the 2 junior classes are charged each \$4 a quarter for tuition; those of the 2 senior classes \$5 each, \$1 of which being added for the privilege of attending the philosophical lectures. That part of the salaries of the officers above the sum raised for tuition is paid by individuals. The library, which has been gradually augmented by private liberality, now contains nearly 1,000 volumes. The philosophical apparatus, which owes its existence to the bounty of individual gentlemen, consists of an air pump, an electrical machine, 2 artificial globes, a large and small telescope, quadrant, a theodolite, a camera lucidee, 2 thermometers, a galvanic pile, a hydrostatic apparatus, a prism and mirrors of different kinds, with a variety of smaller instruments. It will easily be perceived that the increased number of students renders it necessary to erect a new college edifice for their accommodation. The corporation have it in contemplation to commence the building of one at the opening of the next spring, and are now preparing materials. A considerable subscription has already been raised for the purpose. An eligible site for the new edifice, with a sufficiency of land, has been presented to the corporation and accepted.

The corporation find that a chemical apparatus ought soon to be procured, for which no provision has yet been made. It is presumed that it will be highly gratifying to your honorable body, as guardians of the people, to learn that in consequence of granting the charter of Middlebury College the good citizens of the State have been relieved from the necessity of sending their sons abroad for that education which could not, previous to the founding of this seminary, be obtained in their native State; and that also large numbers of youths have resorted to this college for instruction from the neighboring States, as will appear from the catalogue of students herewith transmitted. * * *

The report of the committee to which the petition was referred states that—

The report of the president and fellows of Middlebury College is true; and that the said institution deserves the attention and consideration of the legislature of the State. Without funds or public patronage it has hitherto flourished in an unparalleled degree; and your committee verily believe that the corporation and officers of said college, and those private individuals who have made donations to the same, for their meritorious exertions in the promotion of science and the arts, are highly deserving the applause of this legislature. But at this time your committee can devise no means by which the legislature can expediently afford relief.

Gratifying but not substantial. Again, however, private liberality came to the assistance of the institution. Money was subscribed for the erection of a new college building, and it was completed in 1815, on the ground deeded to the corporation by Col. Seth Storrs. This land, comprising more than 30 acres and beautifully situated in an elevated part of the village, still continues to form the college campus.

It is desirable that a more detailed statement be given of the private benefactions which enabled the young college to weather its financial storms. The openhandedness of the citizens of Middlebury calls first for notice. For a number of years the tutors were wholly supported by their contributions. Samuel Miller sustained in part for a time the professorship of mathematics and natural philosophy. Salaries were from time to time increased by amounts subscribed and guaranteed by the people of the town. The gifts of Painter and Storrs and Chipman are woven into the very history of the college. The community, indeed, exhausted its liberality on the college to such an extent that the Addison County Grammar School was not adequately endowed, the citizens regarding the college as the more important object for their funds. This interest, so conspicuously manifested, is to be explained in part by this fact: The college early became in one sense the social center of the community; the younger citizens were trained in many cases in the college; and all were early taught to consider it a duty that the institution should be sustained.

To return to a more minute account of the earlier college history, President Atwater resigned his office in 1809 to assume the presidency of Dickinson College, Carlisle, Pa. He was succeeded by Rev. Henry Davis, who was called to the position from the chair of Greek in Union College. He was a man of commanding person and of great address

and eloquence and as president was very popular. On the death of Dr. Dwight he was chosen president of Yale College, but declined the office. The financial history of President Davis's administration is important. The dormitory known as Painter Hall, the building of which has already been recorded, was a necessity for the accommodation of the increasing number of students. A little before its completion, in 1815, Dr. Davis made the first considerable effort to raise a fund for the institution. The amount aimed at was \$50,000, and the story of the attempt, which involved the college in much subsequent trouble, is indicative of his attractive personality. The unpleasant features were not developed, however, till the next administration. The facts have been given as follows:

President Davis invited a meeting at the hotel in Middlebury, and after the citizens had assembled he addressed them in a most eloquent and persuasive speech. Before the meeting had dispersed they had subscribed \$20,000 in good faith, although some of the subscribers were scarcely worth the amount of their subscriptions. He met with such success in other towns that by the following spring the whole amount had been subscribed, and he was encouraged to expect that it would be raised to \$100,000. Accordingly, in April, 1815, the corporation authorized him to proceed, on the condition that the addition should decrease the previous subscriptions proportionally, so that all the subscribers should be held to pay only \$50,000. No great additions, however, were afterwards made, and many who had subscribed began to feel that they had promised more than it was convenient for them to pay. Dr. Davis had such strong confidence himself and gave such strong assurances respecting the result, that on the prosecution of some of the subscriptions resistance was made to the collection on the ground of fraudulent representations. And it was afterwards decided that the subscriptions were invalid on that ground. This placed the corporation in an embarrassed condition.

But the storm passed. How heavy a storm it was and what the events were that contributed most largely to its clearing may be seen best in extracts from the address delivered in 1850 by ex-President Bates:

When I entered on the duties of the office assigned me in this institution in 1818, or rather soon after, I discovered to my great disappointment (not to say fearful apprehension) that with a debt of nearly \$20,000 hanging over her head, she had no available funds to enable her to meet her liabilities, nor any resources on which her officers could rely for support but public charity and a meager income derived from the tuition fees of a small and an apparently diminishing number of students. This disappointment arose principally from the failure of the payment of a large, and as I had supposed, bona fide subscription which had just been made for the benefit of the funds of the college. This failure, with a long and tedious process of law in establishing the title of the institution and vindicating its claim to the lands given by General Hunt, was enough to produce a feeling of discouragement; and it would probably have led to despair had not the noble bequest of Judge Painter furnished timely aid and given efficient support.¹

¹The lands here referred to were deeded to the corporation in 1813 by Gen. Arad Hunt, of Hinsdale, N. H.; they were situated in Albany, Orleans County, and were estimated at more than 5,000 acres.

The outlook was indeed gloomy at the beginning of the new administration. Dr. Bates continues:

It was a dark hour for the college; at least so it seemed to me. For, in connection with the discouragement arising from deficiency of funds, the institution was suffering a loss of the confidence and attachment of the public, by a sudden and unexpected change of some of its officers of instruction and government—the removal of those who had been tried and approved, and the introduction of those who were comparatively unknown and yet to be proved. * *. * Another experienced officer [Dr. Davis], who, at the head of the institution, had enjoyed the highest confidence of the community, and been able to exert an influence which rarely falls to the lot of any man, had been unexpectedly called to take charge of another institution [Hamilton College]. These changes, with other causes, operated to produce a general feeling of discouragement in the community, which nothing but time and patience and persevering effort on the part of the officers and attached friends of the institution could overcome. But by these, under the smiles of Providence, it was overcome, and the college was restored to its former high standing among the best literary institutions of our country.

The funds that came to the college in so timely a way at this ebb of its fortunes should be specially referred to. Judge Painter died in 1819, and as a last act of kindness to the institution of which, as the previous pages show, he had been from its establishment one of the foremost benefactors made it his residuary legatee. His monument in the village cemetery was erected by the corporation; the inscription describes him as a patriot of the Revolution, faithful in civil office, amiable in private life, distinguished for enterprise and public spirit. About \$13,000 was realized from his estate. Nine years later a legacy of between \$12,000 and \$13,000 was left the college by Joseph Burr, of Manchester, as the foundation of a professorship. By vote of the corporation the professorship of chemistry and natural history was placed on this foundation, and has since borne the name of the donor. In 1818 several thousand dollars were subscribed for the benefit of the chemical department. It should also be noted that previous to the decision above mentioned adverse to the validity of the subscriptions about \$14,000 of the amount had been paid in—a little more than \$11,000 in money and nearly \$3,000 in land. In justice to many of the subscribers it is but fair to state that about then an era of “bad times” was entered upon, with a consequent scarcity of funds. As regards the loss of faith on the part of the public, mentioned by Dr. Bates as so marked a feature at the beginning of his administration, confidence was rapidly regained as the evidences of his sagacity multiplied.

In 1820 a conventional connection was formed between Castleton Medical Academy (altered by act of November 7, 1822, to Vermont Academy of Medicine) and Middlebury College. This connection ceased in 1827. A similar arrangement was in force, 1833–1837, with the medical school at Woodstock.

The last ten years of President Bates's management of the institution were marked by signs of increasing prosperity. It was a time of renewed financial activity. In the year 1833 an effort was again put forth to raise \$50,000. The sum was to be used for erecting new college buildings, establishing a manual labor department, sustaining an additional professor, creating a tuition fund, and increasing the library, apparatus, and mineral cabinet. The conditions made the subscriptions binding if \$30,000 should be pledged before the 1st of October, 1835. This was accomplished through great effort. Of the money thus secured \$15,000 was spent in building a chapel, \$2,000 went to the altering and repairing of East College, and the remainder was applied to current expenses. The manual labor department here mentioned draws attention to an experiment tried for a short while in Middlebury, as it was at about that time in various other similar institutions. A mechanical association was formed in 1829 for the purpose of engaging in manual labor. A shop was built and supplied with tools, but the association's few years of existence do not appear to have been marked by enthusiasm or flattering results. Speaking with reference to it in 1837 Professor Fowler, with something very like a yawn, remarks that "the experiment thus far has been very much like those tried in other places; a few students have derived some advantage to their health from the exercise." The organization was evidently dying; the date of its death is not recorded.

The years 1838 and 1839 saw many changes, the faculty being largely reorganized because of death and resignation. In the latter year President Bates resigned and was succeeded in 1840 by Rev. Benjamin Labaree, Professor Stoddard acting as president during the intervening time. President Labaree arrived in October, 1840, to enter upon his duties, the students indulging in a general illumination of the college buildings in honor of the event. His administration covered a period of twenty-six years and included, consequently, the semi-centennial celebration of 1850. This anniversary is notable in the history of the college, and furnishes a convenient point for retrospect.

During the first fifty years of her existence Middlebury had 4 presidents and 15 different professors. Of the 5 real founders already mentioned all were dead in 1850, Daniel Chipman being the last survivor. Her graduates at the time of the celebration numbered 877; concerning them President Labaree said in his address of welcome:

The college has followed them as they have from time to time bidden her adieu, and have gone forth to take their places among the actors in the great drama of life. She has traced them round the globe; has seen them laboring assiduously for the highest good of their race in many lands, among the aborigines of our western wilderness, on the densely peopled plains of India, and on the far-distant islands of the ocean. At home they have been called to fill the most honorable and important offices in civil, political, and ecclesiastical life. She has seen them occupying commanding and influential positions in the halls of our National Legislature, on the



THE JOSEPH WARNER MEMORIAL HALL OF SCIENCE.

bench of justice, and in the gubernatorial chair. She has heard their eloquence in the forum. In the higher departments of education they have stood in the foremost rank. She can number among them nine presidents of colleges and higher seminaries, and at least 40 professors in such institutions, besides a very large number of devoted and efficient instructors of high schools and academies. Four hundred of them have chosen the clerical profession, and in at least 6 Christian denominations they have held no second rank; 24 of the number have consecrated themselves to the work of foreign missions. In all the learned professions and in various departments of education they have made valuable contributions to the literature of the nation. Their alma mater is happy to know that nearly 700 of her sons have survived the first half century of her life.¹

An examination of the records of the general catalogue will show that the rhetoric of the passage quoted has a complete underpinning of fact. To speak with more detail concerning the alumni who up to 1850 had served their country in civil office, there are included 11 members of Congress, 4 governors of States, and 6 judges of superior courts. These records amply justified semicentennial festivities, and the success of the anniversary was marked. Among the orators were ex-President Bates, the "glorious" Hough, from 1812 to 1839 a power among the faculty, and Dr. Truman M. Post, of St. Louis, Mo. The after-dinner poem was delivered by John Godfrey Saxe, of the class of 1839, and is included in his published works under the title "*Carmen Laetum*."

THE YEARS SINCE 1850.

President Labaree remained at the head of the institution till 1866. His administration was energetic and able throughout. Many scholarships and an addition of \$50,000 to the general fund of the college were among the financial fruits of his labor. The last incident of note before his retirement was the burning of Starr Hall on Christmas night of 1864. The rebuilding was completed before the opening of the next fall term. The record of these last years is an honorable one for Middlebury as regards her contribution of students to the armies in the field. The instance of a graduate of the class of 1862, who on commencement morning rode in from a neighboring recruiting camp and in soldier's uniform delivered his oration, is typical of the college spirit during those exciting years. Some who enlisted were able to return at the close of the war and complete their interrupted studies. As was natural, the number of students was materially lessened and the effects in this direction were noticeable for many years.

¹The ever-widening influence of the college is indicated by the following statistics, compiled to September, 1900: Of the 1,528 graduates, 538 have been clergymen, and of the latter, 70 have chosen the missionary field. Of those who have entered on the work of teaching, 100 have been professors in colleges and theological seminaries, and 32 have become presidents of such institutions. There are 366 lawyers, including over 50 judges of courts. The physicians number 93. Fifteen graduates have become members of Congress and 9 have been governors of States or Territories.

On the resignation of President Labaree, in 1866, Rev. Harvey Denison Kitchel, D. D., was called to the presidency from Plymouth Church, Chicago. He administered the affairs of the college for nine years with judgment and efficiency, resigning in 1875. In the summer of 1867, about \$10,000 was expended in rearranging the interior of the chapel building, the changes having to do with the chapel, library, laboratories, and recitation rooms.

In July, 1875, Rev. Calvin Butler Hulbert, D. D., entered on the duties of the presidency, and was succeeded in 1880 by Rev. Cyrus Hamlin, D. D., LL. D., who was called from the chair of theology in Bangor Theological Seminary. Dr. Hamlin's administration of five years was an energetic one. With money contributed at his solicitation the library was furnished with more commodious quarters (mentioned elsewhere) and enlarged by the addition of many books; cabinets were given new and spacious arrangement; the physical apparatus was added to, and a boarding hall for the use of students built. In 1883 young women were admitted to the educational privileges of the institution, with a resulting success which from the outset carried the innovation beyond the experimental stage.

Dr. Hamlin resigned the presidency in 1885, and in 1886 Professor Ezra Brainerd was formally installed, having served as acting president during the intervening year. Since that date an additional endowment of about \$300,000 has been secured, chief among the benefactors being Messrs. Charles and Egbert Starr, of New York City, and Mr. James B. Jermain, of Albany. The most notable feature of the administration thus far is the adoption in 1890 of a system of elective studies as a substitute for the time-honored and ironbound course. The change was a conservative one. According to the scheme as at present constituted there is no elective work in the freshman and sophomore years. In the junior year six hours a week are elected and nine hours a week in the senior year. Electives are offered in Latin, Greek, Old English, French, German, English literature, classical archeology, mathematics, the natural sciences, political science, history, and psychology. The change in curriculum has proven itself an eminently practical one.

At the biennial session of 1888 the legislature of Vermont voted the college an annual appropriation of \$2,400 a year for four years, for the purpose of "paying the tuition and incidental college charges of 30 students therein, one of whom shall be designated and appointed by each senator in the general assembly, such appointment to be made by such senator from his respective county, provided any suitable candidate shall apply therefor, otherwise from any county in the State." The appropriation has been continued to the present time. With the exception of the \$1,400 previously mentioned, this is the only State aid ever received by Middlebury College.

A few unclassified facts remain to be presented. There are at present 9 departments of instruction in Middlebury: Mental and moral science, chemistry, natural history, physics and mathematics, Greek, Latin, modern languages, history and political science, English literature and rhetoric. There are two courses of study, the classical and the Latin-scientific. The management of the institution is in the hands of a self-perpetuating board of trustees, the details of their work being for the most part directed by a prudential committee and a committee of finance. The cost of tuition to students is \$60 a year, and it is the aim of the institution to furnish a first-class education at a low cost. While unsectarian by charter and choice, the college from its founding has been under the auspices of the Congregational Church. It has had, in its life of nearly one hundred years, 8 presidents and 49 full professors. Of the former the following biographical details as to their academic careers are of interest in connection with the college history:

Jeremiah Atwater. Appointed 1800; resigned 1809; died 1858; born 1774. A. B., Yale, 1793. Tutor at Yale. Chosen principal Addison County grammar school 1799. President of Dickinson College, 1809 to 1815. D. D., University of Pennsylvania.

Henry Davis. Appointed 1809; resigned 1817; died 1852; born 1771. A. B., Yale, 1796. Tutor at Williams and Yale. Professor of Greek in Union College, 1806 to 1809. President of Hamilton College, 1817 to 1833. D. D., Union College.

Joshua Bates. Appointed 1818; resigned 1839; died 1854; born in 1776. A. B., Harvard, 1800. Teacher in Phillips Andover. S. T. D., Yale.

Benjamin Labaree. Appointed 1840; resigned 1866; died 1883; born 1801. A. B., Dartmouth, 1828. Graduate of Andover Theological Seminary, 1831. Head teacher in a manual labor school, Spring Hill, Tenn., 1831. Professor of ancient languages in Jackson College, Columbia, Tenn., 1832 to 1834, and president 1834 to 1836. Lecturer on moral philosophy and international law, Dartmouth College, 1871 to 1876. Lecturer on moral philosophy and international law, Middlebury College, 1874. D. D., University of Vermont. LL. D., Dartmouth.

Harvey Denison Kitchel. Appointed 1866; resigned 1875; died 1895; born 1812. A. B., Middlebury, 1835. Teacher in Castleton Seminary, 1835. Graduate Yale Theological Seminary, 1838. D. D., Middlebury.

Calvin Butler Hulbert. Appointed 1875; resigned 1880; born in 1827. A. B., Dartmouth, 1853. Graduate of Andover Theological Seminary, 1859. D. D., Dartmouth College.

Cyrus Hamlin. Appointed 1880; resigned 1885; born 1811. A. B., Bowdoin College, 1834. Graduate of Bangor Theological Seminary,

1837. Principal of Bebek Seminary, Constantinople, 1840 to 1860. First president of Robert College, Constantinople, resigning in 1877. Professor of theology, Bangor Theological Seminary, 1877 to 1880. D. D., Bowdoin and Harvard. LL. D., University of New York and Bowdoin.

Ezra Brainerd. Appointed pro tempore 1885; elected 1886; born 1844. A. B., Middlebury, 1864. Tutor in Middlebury College, 1864 to 1866. Graduate of Andover Theological Seminary, 1868. Professor of rhetoric and English literature, Middlebury College, 1868 to 1880. Professor of physics and applied mathematics, Middlebury College, 1880 to 1891. Chair of mental and moral science, 1891—. LL. D., Ripon College and University of Vermont; D. D., Howard University.

BUILDINGS.

The original college building, that of the Addison County Grammar School, has been described already. After the completion of Painter Hall, in 1815, it was known as East College and some fifteen years later was thoroughly repaired, its public rooms being converted into a dormitory for students. The present public school building stands upon its site.

Painter Hall, 106 feet long, 40 feet wide, and 4 stories high, is built of light-colored limestone. It was originally devoted to dormitory uses, but the north division is now occupied by the library and the south division by the gymnasium and reading room.

The chapel stands south of Painter Hall and was completed in 1836. It is a 4-story limestone building, 75 feet long and 55 feet wide, and contains besides the chapel (refitted in 1891) a museum and the various recitation rooms, lecture rooms, and laboratories.

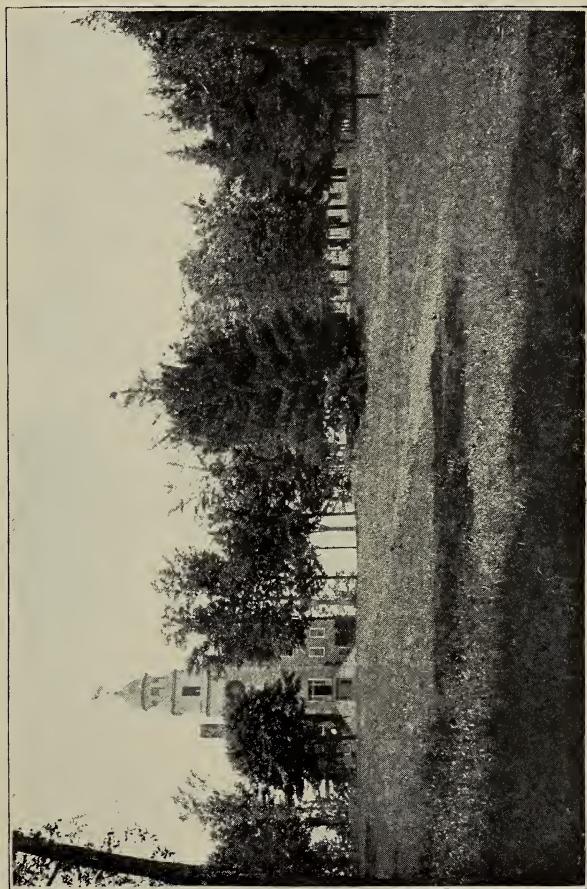
Starr Hall, the present dormitory, stands farthest south of the buildings in the college row. It is also of stone and 4 stories high, its ground dimensions being nearly those of Painter Hall. It was built in 1861 and promptly rebuilt after having been burned in 1864.

Battell Hall stands opposite the site of East College. It was built by Dr. Kitchel during his presidency for a residence, and purchased by the college on his retirement with funds furnished by Mr. Joseph Battell, of the class of 1823. It has been thoroughly refitted and is now used as a boarding hall for the young women of the college.

The Starr boarding hall stands upon Storrs avenue, opposite the campus. It was built in President Hamlin's administration, and has ample table accommodations.

THE LIBRARY.

The library began with the college itself. About \$1,000 was subscribed for the purchase of books, the whole amount being divided into shares of \$25 each, the payment of which entitled the subscriber



THE CHAPEL AND PAINTER HALL.

to certain privileges. The shares were eventually purchased in by the college for the most part or given to it. The number of books grew slowly, amounting in 1840 to about 3,000 volumes. On the abandonment of the Philadelphian and Philomathesian societies, their respective libraries were merged into the common stock. The library room was for many years the rear half of the second floor of the chapel, now occupied by the museum. During the presidency of Dr. Hamlin it was removed to its present quarters, in the north division of Painter Hall, where four floors are available. There are at present about 18,000 books, exclusive of Government publications, of which the library is a depository. All the volumes are directly accessible to students and the library has come to be one of the most valuable adjuncts to the college life. Its greatest need is a permanent fund, that its growth may be commensurate with its importance.

It is expected that the library will have been transferred to a new building before the centennial commencement. A bequest of \$50,000 from Mr. Egbert Starr, of New York City, was designated for such a building and its erection will shortly be begun. The architecture of the new library will be classical. The capacity of the stock will be 90,000 volumes and ample space has been provided for reading rooms and administrative work.¹

LABORATORIES.²

A science building is at present one of the most pressing needs of the institution. The laboratories are now located in the chapel building. The physical laboratory is on the third floor. It is equipped with apparatus for use in experimental lectures, and there is also apparatus for the determination of the physical units and constants. A heliostat by Brashear gives facilities for the use of the solar lantern, microscope, and all experimental work in light.

The chemical laboratory occupies four rooms on the first floor. The largest room is used for lectures and recitations and contains 15 double desks, each thoroughly furnished with running water, pneumatic trough, chemicals, and chemical apparatus for the performance of all important experiments and analyses; several Sprengel-Bunsen pumps are provided for rapid filtrations and for producing air blasts in blow-pipe analysis. Connected with the main room is the combustion room, furnished with "draught hoods," drying ovens, and hydrogen-sulphide apparatus. The laboratory for quantitative analysis contains 20 desks and all necessary apparatus for doing thorough work in both gravimetric and volumetric quantitative analysis; adjoining this room is the balance room, equipped with Becker chemical balances so mounted

¹The Egbert Starr Library, was dedicated July 3, 1900, with appropriate ceremonies.

²A gift of \$70,000 has been received from Mr. Ezra J. Warner, 1861, of Chicago, for the erection of the Joseph Warner Memorial Hall of Science. The building will be completed in 1901.

as to be free from all outside vibrations. The chemical laboratory has a departmental library, where all the important books of reference are to be found and the leading chemical journals are kept on file. The laboratory throughout is lighted with electricity. All work is conducted under the direct supervision of the professor of chemistry.

The biological laboratory occupies three rooms on the ground floor. The rear room, conveniently connected by special stairway with the valuable collections in the museum above, is used as the lecture room; the middle room is assigned to the professor in charge as a private laboratory; the front room has been fitted up as a practical working laboratory for students' use in the various courses of the department. This laboratory is provided with suitable tables, lockers, and cases. Its equipment includes 17 compound microscopes—1 Wales, 8 Zeiss, 4 Bausch and Lomb, and 4 Reichert—16 of which are of the approved continental model for laboratory use; also dissecting microscopes, dissecting pans, injecting and embedding apparatus, dry and steam sterilizers, culture apparatus for work with bacteria and fungi, reagents, and alcoholic material for study.

THE MUSEUM.

The museum occupies the greater part of the second floor of the chapel building and is well lighted from three sides. Its varied collections include Assyrian tablets and casts and other objects of interest in Semitic history, a set of the costumes and implements of the natives of the Yukon Valley, and relics of local and general historic interest.

The natural-history collections are here displayed. In Botany there is a complete series of the flowering plants and ferns of the Champlain Valley, collected by President Brainerd. In zoology the native birds are represented, and also sponges, corals, and other marine forms contributed in part from the collections of the United States Fish Commission.

A collection, representing the rocks of the State, was made during a geological survey conducted by Professor Adams, then occupying the chair of natural history. He also arranged a series of fossils representing the different geological formations, and this collection has since been enriched by notable additions from many sources. Besides this general series, a special collection of the fossils of the Champlain Valley has been made, largely by Professor Seely.

For instruction in mineralogy a complete working set of minerals is to be found upon the shelves, and material for the study of general petrology is also abundant.

A valuable collection of shells for instruction in conchology is contained in the museum; also a full series, collected and arranged by Professor Adams, of the land and water shells of Vermont.

ORGANIZATIONS.

Two student organizations were early formed. The Philomathesian Society was established soon after the opening of the college, though it was not incorporated till 1822. It was for many years a notable factor in the literary training afforded by the institution, and it gathered together a library of more than 2,000 volumes. The Philadelphian Society was a religious organization of salutary influence, with a library which, with that of the Philomathesian, was ultimately merged, as already stated, into the general library of the college. Neither of these societies is now in operation, but the place of the Philadelphian is supplied by two religious organizations, the Young Men's and the Young Women's Christian Associations.

The Middlebury College Charitable Society, established in 1813, furnished money to students in need of help, generally as a loan, sometimes as a gift. Up to 1820 between \$3,000 and \$4,000 had been given to the society. The northwestern branch of the American Education Society was formed in that year and the Charitable Society ceased to collect funds, though its aid was extended for many years afterwards.

A chapter of the Phi Beta Kappa Society, the Beta of Vermont, was established at Middlebury in 1868. The original anniversary programmes included a public address, but the latter has been abandoned because of the great number of other public exercises that are crowded into commencement week.

The Associated Alumni of Middlebury College held their first meeting in August, 1824. Of late years the body has been granted the privilege by the board of trustees of nominating from its membership candidates for a certain proportion of the vacancies occurring in that board. Its anniversary day is the Tuesday before commencement, the exercises consisting of an address, a poem, and a dinner with literary accompaniments, in addition to business meetings. It has published many valuable orations.

CONCLUSION.

In this brief history it has been possible to present only the more salient points of interest. Nor has it been thought best to make any individual mention of distinguished alumni or of professors who have rendered long and valued service in the various chairs. Yet the college has had through all the years a right to be proud of her output—the Middlebury man: Not once or twice has he stood at his post of duty and acted an important part in the conserving of vital interests. Circumstances, in many ways, have not been favorable to the institution's growth. In the past she has never been adequately endowed; her present income is not sufficient for her needs; yet it is the belief of those who know her best, her record and her present work, that no American college can show a more zealous regard for the standards of highest scholarship, or better returns in proportion to the capital employed.

Middlebury, April, 1899.

HISTORY OF NORWICH UNIVERSITY, NORTHFIELD, VT

By Rev. HOMER WHITE.

Norwich University was chartered by the legislature of Vermont November 6, 1834. It then had its seat at Norwich, on the west bank of the Connecticut River, and nearly opposite to Dartmouth College, Hanover, N. H. Its founder was Capt. Alden Partridge, at one time superintendent of the United States Military Academy at West Point. In its military and scientific features it was modeled after West Point, and has always stood second in rank only to the National Academy as a military school. The university grew out of and succeeded the American Literary, Scientific, and Military Academy which Captain Partridge established at Norwich in 1819, and which he taught with success until 1825, when he removed the school to Middletown, Conn. There it remained until 1832, when he returned to Norwich and reopened the school in the buildings formerly used for it. In 1834 it was determined to transform the academy into a college. The academy buildings were used, and, a charter having been obtained, the military academy became a military college under the title of "Norwich University," with Captain Partridge as its first president.

The university was completely nonsectarian by its charter. It was first opened for the reception of students on the first Monday in May, 1835, and met with encouraging patronage from different parts of the country. The old academy had attracted many Southern students. Not so many of their names appear in the catalogues of the university, but a considerable number still came from the Southern States, and of these many learned at Norwich the military science which they afterwards employed in the Confederate service.

The following extracts from the act of incorporation exhibit some of the distinctive features of the university:

SEC. 5. That the trustees aforesaid shall have and exercise the government of said institution, together with the care and management of all matters and affairs belonging thereto, and shall have power to make and establish all such reasonable and proper laws, rules, and regulations as may be necessary for the governing, instructing, and education of the students and the managing of said institution, and the same may repeal and alter from time to time, as they may see fit: *Provided* the same be not contrary to the Constitution and laws of this State or of the United States; *And provided also*, That no rules, laws, or regulations of a sectarian character, either in religion or politics, shall be adopted or imposed; nor shall any student ever be questioned or controlled on account of his religious or political belief by said board or the faculty of said institution, or any of them, either directly or indirectly; and said laws, rules, and regulations shall be laid before the legislature of this State, whenever required by that body, and may by them be disallowed, altered, or repealed.

SEC. 6. It is hereby further enacted that the said board shall be required to furnish at said institution constantly a course of military instruction, both theoretical and practical, and also in civil engineering and the practical sciences generally; and the

president of said institution with the consent of the trustees, shall have power to give and confer all such diplomas, degrees, honors, or licenses as are usually given or conferred in colleges or universities, at their discretion: *Provided, however,* That in so doing they shall have respect to the morals and merits of the candidate alone.

TRUSTEES.

The first board of trustees constituted a body corporate by this act consisted of Josiah Dana, Jedediah H. Harris, Silas H. Jennison, Caleb Keith, William Noble, David P. Noyes, Samuel C. Allen, John Wright, Joshua Stowe, Isaac N. Cushman, Jonathan P. Miller, William Sweatt, Hubbard H. Winchester, Elijah Miller, and 11 others to be by them elected at their first meeting. This first meeting was held December 2, 1834, and adjourned to the second Wednesday in January, 1835. At this adjourned meeting the following 11 were elected: D. A. A. Buck, Ira H. Allen, Daniel Cobb, John Moore, Benjamin F. Kendall, Daniel Kellogg, Alexander S. Campbell, Stephen Johnson, J. M. Austin, John S. Robinson, and Milo H. Bennett. Also John Wright was elected secretary and Dr. William Sweatt treasurer.

By action of the trustees in 1889 the alumni and past cadets are permitted to nominate one of the board of trustees each year and the person is afterwards elected for a term of five years.

During the fifty-five years which have elapsed since then, a large number of prominent men have served on the board. I find the names of Hons. Henry C. Denison, Franklin Pierce, Levi B. Vilas, Timothy P. Redfield, Dudley C. Denison, Kittridge Haskins, and Wheelock G. Veazey, Rt. Rev. W. H. A. Bissell, D. D.; Rev. George B. Mauser, D. D.; Julius Y. Dewey, M. D.

The present officers of the corporation are: President, Col. Charles H. Lewis, LL. D.; acting president, Hon. George Nichols, M. D., LL. D.; secretary, Joseph K. Egerton; treasurer, J. C. B. Thayer, esq.

Trustees: Col. Henry O. Kent, Lancaster, N. H.; Hon. George Nichols, M. D., LL. D., Northfield; Hon. P. D. Bradford, M. D., Northfield; Hiram Atkins, esq., Montpelier; Col. F. E. Smith, Montpelier; Col. George N. Carpenter, Boston, Mass.; Joseph Stedman, M. D., Boston, Mass.; Col. Charles H. Lewis, LL. D., Boston, Mass.; John J. Dewey, Quechee, Vt.; Edwin Porter, M. D., Northfield; John P. Davis, esq., Northfield; Gen. Granville M. Dodge, New York City; Col. George W. Hooker, Brattleboro; J. C. B. Thayer, Northfield; Waldo P. Clement, New York City; Capt. George W. Hobbs, Uxbridge, Mass.; William B. Mayo, M. D., Northfield; Chauncey Denny, Northfield; Hon. Frank Plumley, Northfield; Joseph K. Egerton, Northfield; N. Louis Sheldon, elected by alumni 1890, Norwood, Mass.; George D. Thomas, elected by alumni 1891, Waltham, Mass.; B. F. Spaulding, elected by alumni 1892, Fargo, N. Dak.; John R. Moore, elected by alumni 1893, Elizabeth, N. J.; Charles Dole, elected by alumni 1894, Northfield.

COURSES OF STUDY.

The courses of study in the university have varied from time to time, but have remained true to the original design, and it has always been possible to truthfully describe the institution as literary, scientific, and military. A classical course has been maintained, but quite as much attention has been given to the modern as to the ancient languages. The strongest and most marked features of the university have been and are still its civil engineering course and its military instruction. Norwich University was the first college in this country to make the study of ancient languages optional, to establish a purely scientific course, and to confer the degree of bachelor of science.

Her example has since been generally followed by other colleges. Military drill and discipline have always been kept up, and the graduates of the institution have shown themselves qualified to command troops in time of war. So great was the demand for them during the civil war as officers that no one of them was permitted to carry a musket.

There are at present five courses of study, viz, classical, civil engineering, architecture, chemistry, science and literature, and arts. Military instruction is given to students in all courses by a graduate of West Point, an officer of the United States Army, detailed for that purpose. A United States Signal Service observer and instructor in military signaling is also stationed at the university by the Government.

COURSE IN MILITARY INSTRUCTION.

For all students throughout the four years, exercises, drills, or lectures every day at 4 o'clock p. m.

Fall term.—Settings up, calls, manual of arms, school of the company, and skirmish drill; bayonet exercises indoors in bad weather.

Winter term.—Broadsword and saber drill, manual of the sword and fencing. Juniors and seniors, lectures on military engineering or military science and art of war.

Spring term.—Artillery drill and school of the battery, battalion drill, ceremonies and dress parade, review of all drills, signaling, lectures on customs of the service, camping and modern warfare, rifle practice.

The lectures in military science and modern warfare embody ancient warfare and tactics, field fortification, field engineering, military tactics, artillery duty, principles of gunnery; the attack and defense of fortified places, operations of the siege; attack and defense of a province, and principles of base line of operations, torpedo service, and other modern means of warfare. These lectures are illustrated by maps and charts of modern sieges and battles. The lectures in military science alternate every other year with those in modern warfare, which requires the junior and senior classes to attend them.

Military discipline is maintained throughout, and the strictest observance of military customs is required of cadets.

DAILY ROUTINE OF DUTY.

Forenoon.—Reveille, first call, 6.05; reveille, 6.15; inspection of rooms by officer of day, 6.40; breakfast call, 6.45; prayers, first call, 8.30; prayers, 8.45; recitation and study hours, 9 to 12; dinner call, 12.

Afternoon.—Roll call, first call, 1.30; roll call, 1.35; recitation and study hours, 1.45 to 3.45; fatigue call, 3.45; drill, first call, 3.55; inspection of rooms by adjutant; drill, 4 to 5; recall, 5.10; recreation from recall until retreat; retreat at sunset, except when sun sets before 7, then at 7; call to quarters fifteen minutes after retreat, except when retreat is at sunset, then immediately after retreat; study hours from call to quarters until tattoo; tattoo, 9.30 in spring and fall, at 9 in winter; taps, thirty minutes after tattoo. Taps are followed by an inspection by the officer of day, who will see that cadets are in quarters, lights are out, and fires are secured.

On Fridays, retreat is five minutes after drill, and permits will be granted to leave quarters during early evening. Saturdays and Sundays there is no 1.35 roll call nor recitations.

REQUIREMENTS OF ADMISSION.

All candidates for admission to the college must be at least 15 years of age, and must present satisfactory evidence of good moral character.

To the courses in civil engineering, architecture, chemistry, and science and literature, candidates will be examined in the following studies: Mathematics—arithmetic, algebra to quadratics, plane geometry; English language—grammar, composition, with special attention to punctuation and the use of capitals; geography—physical and political geography; history—history of the United States.

To the course in arts, in addition to the examinations in mathematics, English language, geography, and history laid down for the course in science, examinations will be as follows: Latin—Cæsar's "Commentaries," 4 books, or Sallust's "Catiline;" Virgil's "Æneid," 6 books; Cicero, 4 orations. Greek—Xenophon's "Anabasis," 4 books, or 100 pages of Goodwin's Greek reader; Homer's "Iliad," 2 books.

Graduates from approved high schools will be admitted upon certificates. Candidates not fully prepared in all the requirements will be conditioned for a limited time or placed in a preparatory class. Candidates for advanced standing will be examined in all the previous studies of the course; and if they come from another institution will present certificates of honorable dismissal.

UNIFORM.

In 1841 the uniform required to be worn by cadets is described as follows: A coat of dark-blue cloth with 3 rows of white bullet buttons in front, the 2 outside rows terminating a little past the top of the

shoulder; the intervals between the buttons of each row to be three-fourths of an inch; standing collar, to rise as high as the tip of the ear, with a button on each side; cuffs indented on the outer side, with 4 buttons extending longitudinally, set at the same distance apart; the skirts to have 2 buttons behind at the bottom of the waist and 2 at their lower extremity; then 4 set on the center, extending up and down; also, at the half distance between the buttons at the bottom of the waist and the buttons of the skirt, to be 2 buttons placed close together near the edge of each fold. Pantaloon, dark blue for winter, white for summer. Vests, dark for winter, white for summer. Caps and trimmings can be obtained at the university.

In 1890 the uniform is thus described: A single-breasted dress coat of dark blue cloth, university buttons; trousers, dark blue, with red stripe; black cravat; United States regulation helmet with usual gilt ornaments; forage cap; boots or high shoes of black, unglazed leather.

The State of Vermont has made the corps of cadets a part of the State militia, and they are organized as a company of heavy artillery. They were first received into the militia on the application of General Ransom and others in July, 1845, and made a company of the Twenty-third regiment under Col. William E. Lewis.

COLLEGE EXPENSES.

In the years from 1838 to 1841 the expense, per quarter of twelve weeks, for tuition, room rent, board, and incidentals, was \$31.83.

In the year 1845-46 the expenses at the university were—

Tuition per quarter.....	\$6.00
Room rent per quarter.....	1.50
Incidental expenses per quarter.....	1.00
Board and washing per week.....	1.25-1.50

The entire expense for three terms of eleven weeks each was thus \$75 at the most. But this annual cost could be greatly reduced by boarding in clubs where board could be had for 50 cents per week. "In no case need they exceed \$1," the catalogue of that year tells us.

In the year 1891 the expense is as follows:

Tuition for college year.....	\$45.00
Room rent for college year.....	15.00
Library and contingent expenses.....	5.00
Board and washing, \$3 per week.....	108.00

The cost of living is greater than it was forty-five years ago, but when a cadet enjoys a State scholarship his expenses are thereby lessened \$50 per year, bringing them down to the very moderate sum of \$123 per year.

ATTENDANCE.

The first person to receive the diploma of the university was Alonzo Jackman, who graduated in 1836. In 1837 it graduated a class of 10; in 1838 a class of 6; in 1839 a class of 11; in 1840 a class of 9; 1841 a

class of 17. All these received the degree of A. B., showing that in the early years of the university the classics were not neglected. The catalogue of 1841 gives the names of 119 cadets in attendance; in 1844 there were 104; in 1850, 59; in 1857-1860, 57. This was just before the breaking out of the civil war, and among these 57 youths there were in the Union army 1 general, C. B. Stoughton; 1 colonel, Thomas O. Seaver; 1 colonel in the Confederate army, William J. Clarke; 1 lieutenant-colonel in the Union army, Edmund Rice; 1 major, Henry E. Alvord; and two captains, S. W. Shattuck, afterwards vice-president, and Charles A. Curtis, afterwards president of the university. Many others of this number may have held commissions in the Union army, and doubtless did do so. But it is known that in 1861 the undergraduates so promptly responded to the call of their country that for two years there was no commencement. All of the senior class and many from the other classes went into the army.

PRESIDENTS.

Capt. Alden Partridge, a native of Norwich, Vt., was born January 12, 1785, and died in Norwich, January 17, 1854. He graduated from West Point in 1806 and received an honorary degree from Dartmouth College in 1812. From the rank of first lieutenant of engineers he was promoted to the rank of captain in 1810. In 1813 he was appointed professor of mathematics at West Point, having been assistant professor for a year previous, and in September following became professor of engineering. He was afterwards superintendent of West Point Academy (the third who held that office) till 1818, when he resigned and established the American Literary Scientific and Military Academy, afterwards chartered as Norwich University. In 1819 Captain Partridge also went out as leader of the surveying party sent to the northwest frontier of the United States to determine the boundary line. In 1822 he was appointed surveyor-general of Vermont, and was several times a member of the legislature. At different times he gave lectures on military topics in the leading cities of the country, and established schools for military instruction in Portsmouth, Va., in 1840; in Reading, Pa., in 1850; at Brandywine Springs, Del., in 1853. His published works were, "An excursion," "Letters on education," "National defence," "Journal of a tour of cadets," etc. The school which he established at Norwich in 1819 was very successful. An old catalogue of 1824 gives the number of cadets as 160. When this school was discontinued, Norwich University took its place, and was the first military college established in the United States after the founding of West Point. Captain Partridge was elected president of the institution at the first meeting of the trustees, December 2, 1834. He held this position till 1843, when he resigned.

Captain Partridge was succeeded in the presidency by Gen. Truman B. Ransom (the former vice-president), who continued in office four

years when he resigned to take command of the ninth New England regiment, for the Mexican war. He fell, gallantly leading his men, at the storming of Chapultepec, September 13, 1847. His name is written high upon the roll of Vermont's heroes.

General Ransom was born in Woodstock, Vt., in 1802. He was educated in Captain Partridge's military school at Norwich and taught in several of the schools subsequently established by Captain Partridge. On the incorporation of the university he became vice-president and professor of natural philosophy and engineering. He was also, at one time, instructor in mathematics in the United States Navy. He did much to reorganize the Vermont militia, in which he was major-general from 1837 to 1844. He was candidate for Congress in 1840 and for lieutenant-governor in 1846, but in each case failed of election. His political hopes shared the same fate with those of his predecessor, who was also an unsuccessful candidate for Congress.

General Ransom resigned May 7, 1847, and Rev. Prof. James D. Butler was appointed to act as president until the next annual meeting. At the annual meeting, August 18, 1847, he was elected president of the university. He was a graduate of Middlebury College and held the office of president for about two years.

Henry S. Wheaton, A. M., who succeeded, was president for only a few months, and resigned August 16, 1849.

Rev. Edward Bourns, LL. D., was made president January 8, 1851. He was born in Dublin, Ireland, October 29, 1801. He was graduated from Trinity College, Dublin, July 9, 1833. He passed the theological examination June, 1834. He landed in this country in August, 1837, and soon after opened an English and classical school in Philadelphia, but in 1838 removed to Geneva, N. Y. In 1839 he received the degree of M. A. from Geneva College (known as Hobart College since 1852); in the same year was made adjunct professor of Latin and Greek. In 1841 he received the degree of LL. D. from the same college, and on the 7th of March, the same year, was ordained deacon in the Protestant Episcopal Church. In 1845 he resigned the professorship and went to Brooklyn, Long Island, where he taught the languages until he was called to the presidency of Norwich University. He held this office till 1865, about fifteen years. He was also professor of Latin and Greek during this time and up to the time of his death, which was caused by paralysis, at Northfield, Vt., July 14, 1871. He was a fine classical scholar, a good theologian, and an excellent preacher. He was distinguished by a ready and keen wit, which those who knew him will well remember. He was nearly 6 feet 3 inches in height, with a breadth of frame in proportion, and mentally and physically he was a strong man. He won the esteem and confidence of those who knew him, and by the genial kindness of his nature greatly endeared himself to many. The trials of Norwich

University in his time arose chiefly from the lack of endowment—a lack which still holds her back from the highest usefulness—but for twenty years he stood perseveringly and stanchly by her and gave her his loyal but poorly required service.

In March, 1866, the building known as the “South Barracks” burned down. In this crisis the institution received an invitation to remove to Northfield. The invitation was accepted and the university met with a warm and generous welcome by the citizens of Northfield. Fine grounds were obtained just south of the village, and on a handsome eminence overlooking the village and affording a magnificent view of country both north and south 2 beautiful brick buildings, costing about \$30,000, have been erected to be used one as barracks and the other as class rooms, office quarters, and other college purposes. The faculty which came to Northfield consisted of Dr. Bourns, Gen. Alonzo Jackman, Prof. Henri Louis Delescluze, with Capt. S. W. Shattuck as president pro tempore. Additions were made to the faculty the following year, viz, Philander D. Bradford, M. D., and Maj. Thomas W. Walker, U. S. A.

November 10, 1866, the act of incorporation was so amended by the legislature, in section 5 of that act, that it became possible to make the university a church college and it consequently came under the control of the Protestant Episcopal Church, the bishop of the diocese being made a member of the board of trustees. It retained this character until 1880, when it again became nonsectarian.

Maj. Thomas W. Walker, U. S. A., became president in 1867 and continued in office two years. He was a graduate of West Point.

In 1869 the Rev. Roger S. Howard, D. D., became president. He was a graduate of Dartmouth and was admirably fitted for the position he assumed, being of commanding presence and a scholarly man. He held the office three years.

The Rev. Malcolm Douglass, D. D., was chosen president in 1872. He was born at West Point, N. Y., July 19, 1825, graduated from Trinity College in 1846, and from the General Theological Seminary in 1849. He was ordained by Bishop De Lancey, of New York, deacon in 1849 and priest in 1850. He remained president three years, resigning in 1875. He died in the Church of the Good Shepherd, at Wareham, Mass., Sunday, September 25, 1887. His ability won him respect, and his many charms of character made him beloved by all. His name is an honored one in the history of the university.

The Rev. Josiah Swett, D. D., was elected president August 12, 1875, and resigned in February, 1877. He was not resident in Northfield any of the time and was only nominally president. The active duties of the office were performed by Charles Dole, A. M., who had been assistant commandant and professor since 1869. Dr. Swett was a graduate of Norwich University in 1837 and was professor of ancient

languages in the university 1840-1844. He was for many years one of the board of trustees and always felt a strong interest in the welfare of his alma mater. He was the author of several educational works and died in Highgate, Vt., January 4, 1890.

Capt. Charles A. Curtis succeeded Dr. Swett as president in 1877 and remained such until 1880. He is a graduate of Norwich University and of Bowdoin College and a gentleman of considerable literary ability, being the author of several works of merit. Since his resignation of the presidency he has been engaged in teaching in the South and West.

In 1880 Col. Charles H. Lewis, a graduate of 1855, who had distinguished himself in the civil war, came forward and offered to endow his alma mater. The gratitude of the trustees was great and sincere and, wisely or unwisely, they determined to change the name of the university in honor of him whom they regarded as its second founder. An act of the legislature was obtained December 10, 1880, changing the title to "Lewis College," and at a meeting of the trustees December 31, 1880, Colonel Lewis was elected president. At the request of the trustees he was persuaded to take upon himself the executive management and to see personally to the carrying of his designs into effect. He became president of the college. But business misfortunes overtook the generous Lewis and he has never been able to perform the noble things he proposed. He has not lost, however, the respect and confidence of the trustees and other friends of the institution and has been continued in the presidency up to the present year, 1890.

The change of name, however, was distasteful to the alumni. In 1884 the name was changed back to Norwich University. The same year, November 25, the legislature passed the following act, providing for 30 free scholarships, which has been of great benefit to the university:

SCHOLARSHIPS.

AN ACT relating to the appointment of cadets to Norwich University.

SEC. 1. There shall be admitted, free of charge for tuition and room rent, to the Norwich University, at Northfield, as many students from each county in the State as there are senators from such county in the general assembly, who shall be instructed in all departments of learning taught in said university, and be subject to all the rules and regulations of said school.

SEC. 2. The senators in each county shall designate and appoint the cadet or cadets from such county to the said university, and whenever a vacancy occurs from such county for any cause, fill the same; said appointments to be made by competitive examinations in the month of June in each year and whenever a vacancy shall exist.

SEC. 3. Whenever the senators from any county shall fail to fill any vacancy from such county for one month after being notified of the same by the trustees of said university, the trustees may fill the same by appointing from the county, if there are any applicants who pass the examination required by the rules of said university, and if not, then from any county in the State.

SEC. 4. The auditor of accounts shall draw his order on the treasurer of the State, payable to the trustees of said university or the treasurer thereof, for the sum of \$50 for each cadet so attending said university appointed as above, which shall be in full

payment for tuition and room rent for such cadets, said tuitions to be payable in conformity with the rules of said university now existing as to the payment of tuitions, on the sworn statement of account of the president or vice-president of said university, and to be paid by the first day of June in each year.

Sec. 5. This act shall take effect from its passage.

Approved November 25, 1884.

In addition to the above there have been created 12 half scholarships by benevolent friends of the university.

PROFESSORS.

Of the distinguished professors who have not been elsewhere spoken of in this history and who served the university ably and faithfully I will mention the following:

Zerah Colburn, of world-wide fame for his natural gifts in mathematics, was born in Vermont in 1804 and died in 1840. At 6 years of age he was brought before the public, and his wonderful performances excited great interest. He answered almost on the instant such questions as: How many seconds in eleven years? What is the square of 999,999? and many more difficult. He was taken to England for exhibition and was left at Westminster school, where he remained until 1819. His father then desired him to become an actor, and he took lessons from Charles Kemble. Failing in this, he taught school. On his father's death he returned home and taught in various places. In 1825 he joined the Methodist Church and became an itinerant preacher. In 1835 he was appointed professor of ancient and modern languages in Norwich University. His remarkable talent for mathematical work left him about the time he became of age.

First in length of service and perhaps in ability also stands Alonzo Jackman, the first graduate of the university. He was born in Thetford, Vt., March 20, 1809. Graduating alone in 1836, he was elected professor of mathematics in 1837. From this time (with the exception of five or six years) he remained a professor in the university till the time of his death, forty-two years later. In 1841 Professor Jackman in connection with his friend, Professor Swett (afterwards president), established the New England Seminary at Windsor and conducted it successfully for about three years. In 1846 he published in a Woodstock paper the plan of an oceanic magnetic telegraph remarkably like that which in 1858 was first laid across the Atlantic Ocean. It is believed by many that Cyrus W. Field received his first idea of an Atlantic cable from this publication. In 1859 he was commissioned colonel of the Second Regiment of Vermont Militia, and later in the same year was made brigadier-general. In 1861 he entered on the duty of inspecting, drilling, and organizing troops for the service of the Union. He prepared both officers and men for duty in the field. He would willingly have gone into active service himself, but the governor felt the need of him in the State. In 1876 he published a small pamphlet entitled "The circle squared." In this he demon-

strated by geometric figures and reasonings that a square can be constructed equal in area to any given circle, or a circle constructed equal to any given square. General Jackman died February 24, 1879.

Among other professors who have faithfully served the university are William M. Rumbaugh, a graduate of 1876; John B. Johnson, professor of mathematics since 1881; Charles Dole, A. M., professor of English literature and history from 1869 to 1880; Charles E. H. Gestrin, Ph. D., professor of ancient and modern languages, 1876-1880; Fred. Wm. Grubé, A. M., professor of modern languages; Rev. I. P. Booth, professor of Greek and Latin; and Louis Habel, Ph. D., professor of chemistry and modern languages for three or four years. Charles C. Brice, A. M., a graduate of Johns Hopkins University, was in 1886 elected professor of chemistry and physics, and in 1887 was made superintendent.

FACULTY (1891-92).

Hon. George Nichols, M. D., LL. D., acting president; Charles C. Brice, A. M., superintendent; John B. Johnson, A. M., professor of civil engineering and mathematics; Charles C. Brice, A. M., professor of chemistry, physics, and natural science; J. B. Mowry, professor of English and Latin; G. F. Cole, professor of French and German; F. C. Kimball, second lieutenant, Fifth Infantry, U. S. A., professor of military science; Asa Howe, A. M., C. E., professor of engineering field work; Philander D. Bradford, A. M., Ph. D., professor of anatomy and physiology; George Nathaniel Carpenter, A. M., lecturer on commercial ethics; Frank Plumley, LL. B., lecturer on constitutional law and social science; William Line, United States Signal Corps, instructor in meteorology; H. N. Mattison, assistant in chemical laboratory; L. C. Hulburd, instructor in drawing. Military staff: F. C. Kimball, second lieutenant, Fifth Infantry, U. S. A., commandant; J. B. Johnson, captain, N. G. V., quartermaster; J. B. Mowry, first lieutenant, N. G. V.; G. F. Cole, second lieutenant, N. G. V.; Philander D. Bradford, surgeon; Rev. Homer White, chaplain; James Evans, armorer.

COMMANDANTS.

Those who have acted as teachers of military science and tactics have been Capt. A. Partridge, Gen. T. B. Ransom, Hiram P. Woodworth, A. M., Gen. Alonzo Jackman, LL. D., Simon M. Preston, A. M., Clinton S. Averill, A. M., Capt. S. W. Shattuck, Charles N. Kent, Maj. T. W. Walker, U. S. A., Capt. C. A. Curtis, U. S. A., Charles Dole, A. M., James E. Batchelder (graduate of West Point), Capt. William M. Rumbaugh, A. M., First Lieut. E. H. Catlin, U. S. A., and Second Lieut. Jesse McL. Carter, U. S. A., Lieut. F. E. Kimball, U. S. A.

DISTINGUISHED OFFICERS.

Norwich University has given to the State and nation many of her sons who have won glory for themselves and their country on the field of battle. She contributed to the Union Army during the civil

war 12 general officers, 40 colonels, 55 captains, 143 lieutenants, and many noncommissioned officers, a large number of whom laid down their lives for their country. She sent also her Ransom to the Mexican war. It is impossible to give a full list, but the names of the following are familiar, not only outside of the university walls but outside of Vermont:

Generals.—Granville M. Dodge, Robert H. Milroy, Warren Shedd, T. E. G. Ransom, Truman Seymour, George P. Buell, Newell Gleason, George E. Bryant.

Colonels.—Truman B. Ransom, Thomas J. Whipple, Edward B. Williston, Charles H. Lewis, Henry O. Kent, O. E. Leonard, Thomas O. Seaver, Levi G. Kingsley, Charles B. Stoughton, Edmund Rice.

Majors.—O. S. Tenney, E. B. Bean, Henry E. Alvord.

Captains.—Dunbar Ransom, Henry S. Slayton, Charles E. Denison, Dwight H. Kelton, George A. Converse, U. S. N., Charles C. Carpenter, U. S. N.

ENDOWMENT.

An endowment is a need which has long been felt; several attempts have been made, but unsuccessfully, to obtain such an endowment as would make the future of the university secure. With the names of over 1,500 alumni and past cadets on the roster, it would seem as though the hope of such an endowment could be realized. Subscriptions to the amount of about \$3,000 have been secured. A reasonable endowment, with the aid now given by the State, would place the university on a good basis. Norwich University deserves the fostering care not only of the alumni but of the State of Vermont. She has for over fifty years been the nursery of the men who on many a battlefield have carried the flag of their country to victory and won honor for themselves, their State, and the university which trained them. They have helped to keep the name "Green Mountain Boy" a synonym for martial courage. In every emergency they have responded to the call of the State. Some of the Vermont regiments in the late civil war were chiefly officered by Norwich men; others were plentifully sprinkled with them and their efficiency was thereby increased. At the time of the St. Albans raid, made from Canada by Lieut. Bennett H. Young, October 19, 1864, the cadets were called out and went to St. Albans. Afterwards General Jackman led them to Derby Line to repel expected invasion.

LOCATION.

Northfield is in the central part of Vermont, 10 miles from Montpelier, the State capital. It is on the Central Vermont Railroad and is easy of access from all directions. It is a quiet but beautiful village of some 2,000 inhabitants, is a model college town, and is noted for its healthfulness. The university and the village are well supplied with pure spring water, and no air is more invigorating than that which

blows from the hills and mountains which beautify the view in every direction. A moral, refined, and intelligent people, interested in the university, afford the advantages of good society to the young men educated here, and there are no temptations to dissipation.

MISCELLANEOUS.

The university has a considerable library containing some valuable books, and a reading room for the use of cadets where the current literature is to be found. The *Reveille*, a handsome magazine, is edited and published monthly by the cadets. There are two Greek-letter societies, the Alpha Sigma Pi and the Theta Chi, to one or the other of which most of the cadets belong. They are of a literary and social character, approved of by the faculty and of value to their members. The cadets also maintain a military band of 16 pieces of a high order of merit.

On every Friday there are "rhetoricals" in which every student is trained in composition and extemporaneous speaking. Two prizes of \$15 and \$10 are offered by N. Louis Sheldon, esq., class of 1884, to those members of the sophomore and freshman classes who show the greatest merit in declamation in a contest held during commencement week. The member of the senior class who graduates with the highest general study average receives the faculty gold medal. Upon graduation, cadet officers receive commissions signed by the president of the university and by the adjutant and inspector-general of the State. At the close of the spring term, during the week immediately preceding commencement, the entire corps goes into camp on the parade ground and receives instruction in all the details of camp life. The cadets room in the barracks and board together at the mess hall.

An inspection of the military department of Norwich University was made June 9, 1890, by Col. R. P. Hughes, U. S. A., inspector-general of the Atlantic Division. In his report to the War Department Colonel Hughes says of the university:

It has always been managed on a strictly military basis, and the discipline and method are excellent. * * * The students are organized into one company, the officers of which are taken from the senior class. * * * The present occupant of the chair of military science and tactics is Second Lieut. J. McL. Carter, Third Cavalry, who assumed the duties in March last. Lieutenant Carter seems to be entirely capable, zealous, and interested in his work, and gives entire satisfaction to the authorities and to his fellow-professors. * * * In conclusion, I wish to say that for its numbers there is no other school in my inspection where the military department presents a better condition than that at Norwich University, Vermont.

Owing to the practical military and scientific education received, the present graduates find no difficulty in stepping from the university into lucrative and honorable positions in the business and professional world. The strict discipline which holds every cadet responsible for his deeds and punishes him for his offenses prepares them for the battle of life in which *væ victis* is the rule.

APPENDIX.

THE SCHOOL LAW OF 1782.

The law of 1782 is believed to be the first school law of Vermont. A copy is here presented:

AN ACT FOR APPOINTING AND SUPPORTING SCHOOLS, PASSED OCTOBER 22, 1782, FOR THE DUE ENCOURAGEMENT OF LEARNING AND THE BETTER REGULATION AND ORDERING OF SCHOOLS.

I. Be it enacted, and it is hereby enacted by the representatives of the freemen of the State of Vermont in general assembly met, and by the authority of the same, That each town in this State which can not conveniently be accommodated by one school shall have power, and they are hereby empowered in any legal town meeting by such ways and means as they shall devise, to divide into so many districts as they shall find convenient, and the same to alter from time to time.

And each town shall appoint one or more meet person, within each district, to continue until others shall be chosen, who together with the selectmen of the town shall be trustees of schools in such town. And such trustees, or the major part of them and their successors, shall have power, and they are hereby authorized and empowered, to lease such lands and real estates, and loan such moneys as do or shall appertain to such schools, or are or shall be given for the use aforesaid, and to commence any suit or suits that may be necessary for the recovery and obtaining of such lands, moneys, and other estates, and to take leases, bonds, and other securities to themselves and their successors for the use of such schools, and to sue and recover thereon.

And the trustees shall annually pay over the money arising from the lease of such lands and other real estate, and the loan of such moneys, to a committee of each district respectively, in proportion to the number or lists; and all such bonds, leases, and other securities shall, by said trustees, be lodged with the town clerk of the town, who is directed and required to keep an account thereof and hold the same under the direction of said trustees for the purposes aforesaid.

And such trustees shall render an account of their doings in respect to their trust to the town by whom they were appointed when thereunto required. And the inhabitants within the several districts are empowered from time to time to meet to transact the business of their respective districts, to choose a moderator, district clerk, collector of rates, and a committee of one or more persons to take care of the prudential affairs of the district for which they are chosen. And the committee shall have power, and they are hereby empowered, in their several districts to raise one-half of the money that shall be necessary for building and repairing a school-house and supporting a school in their respective districts by a rate on the list of the polls and rateable estate of the inhabitants of such districts. And the several districts are further empowered, at any meeting warned for that purpose, to raise the other half of the money for the purposes aforesaid, either by a tax on the list of the

polls and rateable estate of the inhabitants of such district or by subscription in proportion to the number of children any person shall send or subscribe to send to such district school.

And in every of the above cases the committee shall make the whole into a rate bill by a just estimation in money, according to the true intent and meaning of such rate or subscription as aforesaid, and if the same shall not be paid by the time appointed they shall deliver such bill to their respective collectors, with a warrant to collect the same, signed by some councilor or justice of the peace. And such collector shall have the same power in collecting district taxes as the collectors of town rates, and shall be accountable to their respective committees for the sum due on such bill.

And the district committees shall severally have the same power with respect to lands or any other interest or estate, given, granted, or in anywise set apart for the use of schools in their respective districts, as are in this act given to trustees of town schools, and shall be in like manner accountable to their respective districts.

And the judges of the county courts in their respective counties shall have power to appoint trustees of county schools, who shall have the same powers in all matters relating to their trust as trustees of town schools; and shall in like manner be accountable to the judges by whom they were respectively appointed. And said judges, calling to their assistance the justices of the peace in their several counties, shall have the power to lay a tax on the same for the purpose of building a county schoolhouse in such county, to be collected by a warrant from the county treasurer in the same manner that State taxes are.

II. *And be it further enacted by the authority aforesaid,* That all trustees and committees of schools shall have full power to purchase any lands or other estate, and to sell and alienate such lands and estate so by them purchased for the use of their several schools, under the direction of the judges, town, or district by whom they were appointed. And if any trustee or committee shall embezzle, misapply, or conceal any money or estate belonging to any town, county, or district, for the use of schools as aforesaid, he shall be liable to be removed and to be sued in an action of account by an agent or agents for that purpose appointed by the town, judges of the county court, or district by whom such trustee or committeeman was appointed.

And if it shall be found on trial that such trustee or committeeman has embezzled, misapplied, or concealed any money or estate, as aforesaid, judgment shall be rendered against him, or them, for double the sum so embezzled, misapplied, or concealed; and such action prosecuted by order of the judges of the county court shall be prosecuted and determined before the superior court in their proper counties.

Provided always, That this act shall not extend to any estate formerly granted by any person for the benefit of any particular school or schools; nor to grants of any interests formerly made by any person or particular town, for the use of schools, or for the use of any particular school wherein the grantor hath committed the trust thereof to any particular person or persons with particular directions for a continued succession in such lands, anything contained in this act to the contrary notwithstanding.

In the statute of 1782 nothing was absolutely required. The towns were empowered to divide into districts and to control the boundaries of them. The districts were empowered to organize and to act when organized, and the district committees were empowered to raise money. The town having divided into districts was required to appoint a committee, but this the only command laid upon the town was conditioned upon a previous voluntary act of the town.

The following important link in Vermont school legislation is not found in volumes of collected laws:

AN ACT IN ADDITION TO AN ACT ENTITLED "AN ACT FOR APPOINTING AND SUPPORTING SCHOOLS."

Whereas disputes have arisen respecting the mode of raising money for building schoolhouses and supporting schools in several towns in this State: Which to prevent,

I. *It is hereby enacted by the general assembly of the State of Vermont*, That at any legal meeting of a district, warned for the purpose of raising money to build a school-house or support a school, it shall and may be raised in whole or in part, by a tax on the polls and rateable estate of the inhabitants of such district, as they may vote to raise the same. And,

II. *It is hereby further enacted*, That the clerk of any school district, which is or may be hereafter organized, shall have the same power to warn a meeting of said district, in the same manner which the selectmen now have in warning the first meeting; and that the committee of any school district shall have power and are hereby empowered to appoint and remove schoolmasters from their district; any law, usage, or custom to the contrary notwithstanding. And,

III. *It is hereby further enacted*, That all school districts which are organized according to law, shall draw an equal part of all public moneys arising to schools, in proportion to the number of children living in such districts, reckoning the number from the age of 4 to 20 years.

Passed October 20, 1795.

EARLY ACTION OF SEVERAL TOWNS RELATIVE TO SCHOOLS.

GUILFORD—PROPRIETORS.

December 23, 1761.—Voted: That house lot No. 63 be sequestered for a school in said town, and there be one full share of land not yet drawn for left for said use, viz, three hundred-acre lots.

BENNINGTON.

January 19, 1763.—Voted: To send a petition to the general court of the province of New Hampshire to raise a tax on all the lands in Bennington, resident and non-resident, to build a meetinghouse and a schoolhouse and mills, and for highways and a bridge.

May 9, 1763.—Voted: To raise \$6 on each right of land in said Bennington for building a meetinghouse and a schoolhouse. Quoted in *Memorials of a Century*, by Jennings.

October 5, 1763.—Voted: That the 12 pounds that was raised for the schools is to be divided into three parts equally, viz, 4 pounds apiece.

Voted: That each district was to build their schoolhouses on their own cost.

CHESTER.

February 15, 1773.—Voted: To build a schoolhouse for the use of the town 22 by 18 feet, and that 13 pounds York currency be raised on the inhabitants of said town for that purpose.

HARTFORD.

May 13, 1775.—Chose Amos Robinson, Stephen Tilden, and Benijah Strong a committee to take care of the school lands and rent them out.

GUILFORD—TOWN.

April 7, 1777.—Voted: To sell the school right, the money to be applied to maintaining a school.

POMFRET.

September 1, 1778.—Thirdly. Put to vote, whether the town as a town would raise money for schooling. Passed in the affirmative.

Fourthly. Put to vote, whether the town would raise 8 pounds the old way, stated on grain, wheat, 6 shillings per bushel; rye, 4 shillings; indian corn, 3 shillings. Passed in the affirmative.

Fifthly. Whether the selectmen make the rate. Passed in the affirmative.

Sixthly. Whether they would build schoolhouses. Past in the negative.

Seventhly. Made choice of Nathan Throop, collector of the south district.

Eighthly. Made choice of Henry Ainsworth, collector of the north district.

Ninthly. Made choice of John Winchester Dana, John Throop, Timothy Harding, school committee.

November 22, 1781.—All the money or wheat that is granted by said town, which is 100 bushels of wheat, said town has sequestered 21 pounds out of the 100 bushels of wheat for schooling, to be equally divided among each district.

Made choice of John Throop, committeeman for the south district, John W. Dana, esq., for the north district, and Timothy Harding for the west district.

December 7, 1781.—Voted: To raise 4 pence on the pound for the use of schooling and other contingent chargés, 21 pounds to be sequestered for the use of schooling out of the 4 pence on the pound.

November 20, 1783.—Voted: To raise 3 pence on the pound to be laid out for schooling.

Voted: That each district shall have his own money for that purpose.

CLARENDON.

June 1, 1779.—Voted: That the town be laid out into [school] districts.

WELLS.

In 1779 the inhabitants voted “to divide the town into two districts, as natur has divided it, for schooling.” (History of Wells, Paul & Parks.)

WINDSOR.

March 7, 1786.—To raise 80 pounds for the purpose of school in said town (agreeable to the sixth article in the warning), said 80 pounds to be paid in cash or good wheat, at 5 shillings per bushel, to be collected and paid into the town treasury by the first day of December next; and that the money be divided into as many equal parts as there are districts, to be drawn by the committee of districts and appropriated to the sole purpose of hiring an instructor; and if any district neglect to maintain a school the term of 3 months in one year, from the time of the payment of the tax, that such delinquent district's proportion be kept in the treasury and added to the future dividend that may be made for schooling; and that the selectmen, for the time being, be a committee to ascertain the number and limits of the several school districts in the said town; and see that the votes concerning raising and appropriating money for schooling be carried into effect.

March 13, 1787.—Voted: A tax of 3 pence on the pound for schooling.

SHAFTSBURY.

February 5, 1787.—Voted: To accept and adopt the plan and method for distributing the school money belonging to this town as presented by the committee appointed for that purpose, which is as follows:

ARTICLE I. That none of the public money be applied to the maintenance or support of any school within the town taught by a woman.

ART. II. That no scholar be entitled to draw any of said money under the age of 4 years nor over lawful age.

ART. III. That no scholar be entitled to any of said money to defray the expenses of his or her schooling except the parent or master of such scholar be a lawful inhabitant of said town.

ART. IV. That the several schoolmasters in said town shall keep an exact list of his scholars, severally, viz, their names, ages, together with the length of time to a day that each one is taught, and exhibit the same to some proper person or persons appointed by said town to receive the same, and make solemn oath before proper authority of the truth and validity of his said list, and present the same on or before the first day of April, annually.

ART. V. That as soon as may be, after the first of April, annually, the person or persons appointed to receive the aforesaid list, shall proceed to make an equal dividend of the money in bank among the several scholars taught, as above, in the then foregoing year, in the following manner, viz, reckoning or allowing 4 pence per week of each scholar that shall be included within the above description, and that has been actually schooled the full term of 3 months in the preceding year, but no scholar shall be entitled to more than 4 pence per week for the time that he or she has been actually schooled.

ART. VI. That it be recommended to the several districts in said town, that each one appoint some proper person to appear in their behalf and draw the money that shall fall to the share of his district, annually, and receipt the same.

ART. VII. That no district be entitled to draw any of the public money, on account of schooling, except the teacher of the school has been actually examined and approbated by a committee appointed by the town for that purpose.

THE STATE NORMAL SCHOOLS.¹

A proper guardianship of the schools implies provision for the proper education of teachers not less than the superintendence of their work. The measures lately adopted by the State for the establishment and maintenance of normal schools are her answer to a popular demand for better teachers. That demand was not in consequence of a sudden or a late perception, nor is the answer given a quite recent discovery.

Jacob Eddy, the Quaker town clerk of Danby, "taught a select school" during the years 1785 to 1788 "expressly for the purpose of training young men for the vocation of teaching."²

In 1814 Mrs. Emma Willard began her school for ladies in Middlebury, where it was continued five years. Mrs. Willard afterwards characterized this as the period "when I began specially to prepare pupils for teachers."³

Yet we are accustomed to refer to the Concord Academy, an enterprise begun by Rev. S. R. Hall, LL. D., as the first school for teachers established in Vermont. In March, 1823, Mr. Hall, having just been settled as pastor of the Congregational Church in Concord, began in his own house a school for teachers. A commodious building was soon erected, and November 5, 1823, Concord Academy was incorporated, with Rev. S. R. Hall and seven others, inhabitants of Concord,

¹ In the preparation of the paper on normal schools assistance has been rendered by Mr. Joseph A. DeBoer.

² History of Danby, pp. 70 and 138; Vt. Hist. Mag., vol. 3, p. 621.

³ History of Middlebury, p. 395.

as a board of trustees. November 17, 1825, Concord Academy was, by an amendatory act of the legislature, declared to be a county grammar school. In this school so originated and so incorporated "a course of study was arranged and teachers' classes formed during the first year." but during the second a regular normal school course was instituted. Here "he admitted a class of young pupils, as well as of those more advanced; the former rather as a model school, in the instruction of which he intended to illustrate to those intending to become teachers both how children should be governed and instructed." After seven years' service Mr. Hall left the Concord Academy, of which we hear no more as a school for teachers.¹

In 1840 we find a teacher department with a three years' course of study in Craftsbury Academy.² This also was organized by Mr. Hall, who in that year returned to Vermont from labors in Massachusetts and in New Hampshire. Mr. Hall was principal of this academy for six years, and afterwards, for several years, gave lectures to the students on the art of teaching.

In 1847 a normal school and teachers' institute was begun at Brattleboro by Rev. Addison Brown, then county superintendent of common schools for Windham County. After about two years the school was closed.

At this time the formation of teachers' classes in the academies had become very general and has been continued in the best of them to the present time, with good results. In the St. Johnsbury Academy, then in charge of Mr. James K. Colby, more attention was bestowed upon the preparation of teachers than was common in other schools, and for several years the organization of a teachers' department as a permanent and prominent branch of the institution was a favorite object with Mr. Colby. His death, in 1866, prevented the accomplishment of the purpose.

In the fall of 1856 an attempt was begun in Royalton to establish a school for teachers, but after a few years the effort at that place was relinquished, to be renewed in 1861 in the Orange County Grammar School at Randolph.

RANDOLPH NORMAL SCHOOL.

Principal Edward Conant can truly be called the father of Vermont normal schools. He was the last principal of the Orange County Grammar School and as such exerted his influence to establish a normal school in its place. In this he was successful, the trustees voting in 1866 to make it a training school for teachers. The same fall the legislature passed an ordinance placing it under State patronage and control.

¹Vt. Hist. Gazetteer, Vol. I; Barnard's Am. Jour. of Ed., Vols. V, XV, and XVI.

²Thomson's Vermont, Barnard's Am. Jour. Ed., Vol. V.

Several of the leading educators had been agitating the question for several years, but had met with small encouragement from the people and the trustees of the county schools. Normal schools had been in successful operation in other States for some years, but notwithstanding that fact they were looked upon with distrust. There was a pressing need, however, of a school in which teachers could be trained better than in the academy and county schools. Something was needed which should give teachers a strictly professional training, teach them methods and educate them in the principles which underlie successful teaching. To meet this demand the Randolph Normal was founded.

A history of the school is, strictly speaking, a biography of Professor Conant. The catalogues and normal register give that as well as the lives of Mr. Leavenworth and Mr. Edson. I will not concern myself with them, but go on to speak more particularly of methods and results.

Normal schools naturally divide themselves into three groups: Those whose work is chiefly academic, i. e., aim to secure scholarship in the branches taught; those whose main effort may be styled apprentice work, for they undertake to give their graduates the largest possible amount of actual teaching; and finally those which seek to give their graduates a scientific basis of practical pedagogical knowledge, not neglecting the other things just mentioned. This school belongs to the last class.

The first course of study is of two years' duration, and includes school discipline, education, psychology, and pedagogics. The study of methods is introduced at the beginning of the course to help the student recognize and arrange such knowledge of the subject as he has gained by observation and experience as pupil and teacher, to interest him in pedagogic literature and in the methods actually used in this school. Teaching exercises are used through the course, and for a portion of the last term classes of children are taught by the pupils under the direction of the teacher of methods. The foundation of pedagogics is sought in psychology, which, with review and application, extends through three-fourths of the second year.

Graduates from the first course who have in addition one term of the second course are fitted for the scientific courses in all our colleges. For six years students have gone to colleges each year. The corps of instructors consists of principal and 4 assistants. Two of the assistants have taught four years in the school, one six, and one eight. Mr. Conant was state superintendent of schools from 1874 to 1880, and principal of the Johnson (Vt.) Normal School for the four years following. When he returned to the school in 1884, he found it somewhat diminished in numbers. The first year he devoted chiefly to a study of the situation which resulted in a determination to raise the standard of the school and make it more distinctly professional in its work. In the fall of 1885 this was vigorously begun. One result

was that, for the fall term of 1886, the entire enrollment of students was only 33. This, however, neither defeated nor hindered the main purpose. Steadily the number of students has increased, though the standard has been maintained to the full.

The following table shows clearly the relative increase:

	1886.	1887.	1888.	1889.	1890.
Spring.....		67	73	68	96
Fall	33	42	49	69	87

Following are some summaries which are instructive as showing the number of graduates and measuring the influence of the school:

During the years from 1867 to 1874, 253 students were graduated from the first course and 36 from the second. During Mr. Leavenworth's administration, 1874-1879, there were 202 graduates in the first course and 35 in the second, and during Mr. Edson's 180 and 32, respectively. Up to 1884 there had been 738 graduates in both courses. In 1885 these graduates are reported to have given a total service as teachers of 4,672 terms.

The catalogue for 1891 summarizes the attendance as follows: Number of students, fall term of 1890, 87; spring term, 1891, 103; first-course graduates, 25; second-course graduates, 6. From February, 1867, to July, 1891, the number of admitted students was 1,926; the number of first-course graduates, 839; second-course graduates, 128; total, 967. Since 1884, therefore, Mr. Conant's second administration represents a total of 229 graduates, 204 and 25, respectively, in the first and second course.

Each town is entitled to one scholarship, and may have more, not exceeding ten. A scholarship pays the tuition of one student. Candidates for scholarships must be at least 15 years of age, of good moral character, residents of the State, must declare their intention to complete a course of study in the normal school and to teach in the State two years after graduation, must be recommended by the county supervisor of the county in which they reside, on entering the school must pass the required examination, and must attend the school without interruption for a full term of twenty weeks.

For admission to the first course candidates must pass satisfactory examinations in reading, spelling, penmanship, arithmetic, geography, grammar, physiology, and history of the United States.

Holders of State or county teachers' certificates or diplomas showing graduation from high school or academies may be admitted to the first course without examination. To enter upon the first course successfully, young men should not be less than 17 and young ladies not less than 16 years of age.

The examination for admission shall be under the control of the trustees of such school and the State superintendent. The examination for graduation shall be conducted by a board, consisting of the State superintendent, the principal of the normal school, and a practical teacher, who shall be annually appointed by the governor from the Congressional district in which such school is located.

Such board is empowered to grant certificates of graduation to all who pass the required examination in the first course or in both courses, but they also have power to "revoke said certificates upon cause shown."

The courses of study consist, for the first course, of geometry, school discipline, English, botany, physiology, algebra, drawing, education, arithmetic, psychology, geography, pedagogics, history of United States and civics, mental arithmetic twice a week through the first year, penmanship and physics, each once a week, gymnastics, and vocal music. This course extends through two years of two terms each.

The second course, of one and one-half years, includes algebra, geometry, rhetoric, Thomson's Seasons, physics, general history, history of education, Bacon's Essays or Milton's Paradise Lost, English literature, astronomy, and moral philosophy.

The terms are 20 weeks each.

The second course follows the first, and its methods are adapted to the larger knowledge and higher culture of the students.

Candidates for graduation must have been pupils in a Vermont State normal for one full school year.

They must be recommended as being prepared for graduation, to the examining committee, by the principal of the school at which they complete the course of study.

Their moral character must be approved by the principal and by the president of the board of trustees of the school.

Candidates for graduation from the second course must have passed a satisfactory examination in the first course.

The tuition fee is \$12 per term; reading room 25 cents, and the fee for text-books \$1 per term. The entire cost of board, books, and stationery for twenty weeks is usually less than \$80.

In July and August, 1875, the trustees enlarged the building to double its previous capacity by an expenditure the basis of which was a subscription raised among the friends of the school.

The school has a philosophical apparatus sufficient for illustration of the fundamental principles in natural philosophy and to some extent in chemistry. It has a well selected and finely arranged cabinet of minerals and rocks, and a choice botanical collection, together with some natural-history specimens. These are all of a character to be used in the daily recitations in the subjects to which they relate, and have been proved to be very valuable helps.

There are two libraries proper, one belonging to the town of Randolph, held in trust for many years by the Orange County Grammar

School, which is composed of old and well-worn volumes; the other under the control of the literary society connected with the school, which is composed of books for general reading, historical, biographical, and of the current literature.

The school is well supplied with charts, maps, and books of reference, among which is Reese's *Encyclopædia*, through the liberality of the trustees, supplemented by generous contributions of the principal, Edward Conant.

The trustees of the Randolph State Normal have been fortunate in their choice of men to administer its affairs. Principal A. E. Leavenworth, who succeeded Mr. Conant in December, 1874, was a native of Charlotte, Vt. He had studied at the university, and, after an efficient military service, had distinguished himself as an educator, and especially during the years from 1868 to 1875, while in charge of the academy at New Haven, now called the Beeman Academy. He was ever warm hearted, impulsive, generous to a fault, enthusiastic in the work, and became at once a popular teacher at Randolph. Mr. Leavenworth resigned in July, 1879; he spent the two following years in the State, making a fine collection of fossils, and regaining health and strength. In August, 1881, he entered upon his new duties as principal of the Castleton Normal.

Mr. Andrew W. Edson, who was next chosen principal, was born in Wisconsin, but was a resident of Brookfield, Vt., from early boyhood. He was a graduate of the district schools, of the Randolph Normal in 1870, of the Vermont Conference Seminary, at Montpelier, in 1874, and of Dartmouth College in 1878.

Upon taking up the new work he at once began to make a special study of the professional needs of the school, both by careful reading of theory and by actual observation of the work done in other normal schools of New England, comparing their needs and advantages with our own, introducing tried and approved methods with such adaptation as our own circumstances required, adding to the curriculum of the school several strictly professional studies, and to the library many books in this special line.

While this gave a decided professional aspect to the school Mr. Edson never allowed it to absorb the thought of the school. He enlisted a wide-awake interest in all subjects that the people need to know and think of, being himself actively interested in them, and requiring constant reference to the sources of information in the rapidly growing library. More and more the school came to study by topics, more and more the pupils came to see that only their own active thought could reach any satisfactory result in any line. Mr. Edson himself well illustrated the transition of the "ideal teacher" of the last century, from the bookworm of uncertain muscle and digestion and executive ability to the ideal man of the present day, who is alive in any profession.

Mr. Edson remained from 1879 to 1884, and made the school more than ever before a training school for teachers. He is now one of the agents of the State board of education in Massachusetts.

Hon. Edward Conant, the first and present principal, is thus pleasantly remembered by one of his former pupils: What seems to have been the essence of his mental teaching was "a reverence for exact truth exactly stated, and few who have seen it will ever forget his persistence as he insisted upon accurate answers. Few minds that touched his did not take upon themselves habits of looking sharply at every statement, and weighing well every word. This was our most valuable acquisition from the class room—a method of doing rather than an overtaxed memory. * * * For the positive, aggressive influence, Mr. Conant generated in his study and in his rambles across the fields and up the rugged hillsides a spiritual and mental power that gave an impetus to the heaviest mind, a motion of accuracy to the most vague, a determination to the most vacillating, an ideal so noble and so pure that it made itself seen and felt by the blindest and grossest in the circle of its influence. How many who read these words will feel that they but half express what the man was to them, as he lived before them 'each day as if it contained all the days that had been and all that were to be.' Of the strength of his presence in the community as well as in the school much might be written. The record is kept in the hearts of the people."

His instructions to large bodies of teachers in county and State conventions, his advice and recommendations printed in public reports, have probably exercised a more direct influence for good than those of any other man in the State, unless it was J. S. Adams, of Burlington.

THE NORMAL SCHOOL AT JOHNSON.

Mr. S. H. Pearl, the last principal of the academy, and the first of the normal school, was a "man of mark." He came in the fall of 1863, bringing into the school a fund of enthusiasm, of new methods and ideas, which did not fail to impress themselves upon the public in general, as well as upon his own special pupils. It was largely through his influence that the normal school was located at Johnson, and the building fitted to receive it, which was done in three and a half years after his coming. He graduated nine classes from the normal school, and it is safe to say that never will one of his graduates forget him or cease to bless his memory. He so impressed his personality upon his pupils, and made them feel the greatness of their responsibility in the vocation for which they were fitting, that life assumed a new meaning and depth to many a young mind and heart.

Mr. Pearl worked well, but not wisely for himself, perhaps exemplifying his favorite maxim, "It is better to wear out than to rust out;" but those who wished for him a long career of usefulness

would rather he had been content to have rusted a little, if need be, than to have worn out so prematurely. In 1871 he went to the normal school in Plymouth, N. H., where he was as deservedly popular; but his work was short, closing in death August 4, 1873.

The second normal school principal was Mr. C. D. Mead. He was born at Essex, N. Y., graduated at Middlebury College, began his work as an educator in Westport, N. Y., and came to Johnson in 1871. Prior to this engagement Mr. Mead had also taught in Middlebury, in Malden, Mass., and for five years in an academy at Maquoketa, Iowa. Returning East, he taught for nine years in Swanton, then one year in the normal school, and thereafter became principal of the Middlebury High School. Mr. Mead enrolled 14 first-course graduates and 3 from the second course. He was assisted at Johnson by Miss Anna L. Oakes, a graduate of the institution. Miss Oakes was also elected for eleven successive years as a teacher of the Middlebury Grammar School and returned to Johnson in 1884 as a teacher of mathematics.

From 1872 to 1875 Harlan S. Perrigo, A. M., acted as principal of the school. During this period the school improved in its methods and results and gained in public favor. The number of graduates from the first and second course was, respectively, 32 and 5. During 1875-1881 the principal was William C. Crippen, a native of West Rutland. He graduated from the second course of the Randolph Normal School in January, 1875, and at once went, as principal, to Johnson. Mr. Crippen's native talent manifested itself in a variety of activities introduced into school work, which resulted in a consequent increase in attendance of 300 per cent. The death of his wife in 1880 led to his resignation. The assistant teachers during Mr. Crippen's administration were all graduates of either the Randolph or Johnson normal schools. There were 113 graduates from the first course and 19 from the second.

The fifth principal was Edward Conant, A. M., 1881-1884, an extended notice of whom has already been given. He succeeded, with the aid of Rev. A. A. Smith, president of the board of trustees, in not only regrading the village schools, but in so arranging the studies in them as to make them fitting schools for the normal. Mr. Conant also took the primary department of the district school for a model school in connection with the normal. It hardly needs to be added that his work in this school was of a high order and went straight to accomplishing the objects he thought were needed. The standard of the school was advanced. More was required of the pupil to enter the school and more to graduate. The increased requirements for admission and the lengthened course occasioned the loss of some students, but he considered the benefits to be derived from the change would more than compensate for the loss. It gave a better class of students to work upon, and the increased requirements for graduation

guaranteed to the public that the graduates were more thoroughly fitted for their work.

The graduates of this period were 14 from the former first course, 2 from the former second course, and 30 from the revised first course. Mr. Conant, in his report for the three years ended June 30, 1884, gave as the number of different pupils 233; average age of students, 18.8 years; number of Vermont counties represented, 10; number of Vermont towns represented, 58. He also reported progress in these directions: The attendance had become more regular, the practice of entering for partial terms having nearly ceased; the work had become more strictly professional, and hence the school was more sought by teachers; the means of the school to help teachers had been increased.

The sixth and present principal of the school is A. H. Campbell, Ph. D. Dr. Campbell was born in New Hampshire, attended the Nashua High School and New London Academy, graduated from the Bridgewater, Mass., Normal School in 1870, from Mount Vernon Academy in 1872, and from Dartmouth College in 1877. After graduation he was principal of the Kingston, N. H., Academy for three years, was associate principal of Cushing Academy, Ashburnham, Mass., for five years, and in 1884 took charge of the normal school at Johnson. Dr. Campbell's administration has been characterized by a steady increase in the requirements for admission by an advancement in the standard of scholarship and by an increase in the amount of strictly professional work demanded. The model school, consisting of the village primary school, has been maintained in successful operation, all students being required to spend several weeks in teaching and governing the school. "Classes are received from the upper grade of the village school and taught by members of the graduating class under the supervision of the normal teachers, so that the minimum practice of each graduate in teaching during the last two terms is one hour per day for twenty weeks." By vote of the district in 1889, all of the village schools were placed in charge of the normal school principal to be used as training schools.

In his report to the State superintendent of schools for the two years ending June 30, 1886, Mr. Campbell writes:

The whole aim of the school has been to prepare teachers for this work, and no labor or pains have been spared to accomplish this end. The reading room contains all the best journals on popular education, besides daily and weekly papers and scientific and popular magazines. In the library is a complete pedagogical outfit, more than 300 volumes having been added in the last two years.

In addition to the full complement of assistant teachers during Mr. Campbell's administration, Joel Allen, M. D., has for several years lectured to the schools on physiology, hygiene, and anatomy, and T. J. Boynton, now of Montpelier, on civil government. The total

number graduated since the school was established in 1867, and up to June 30, 1890, was, in the first course, 442; second course, 34. Of this number 147 and 2, respectively, were graduated during the present administration. The general financial summary, made by Mr. Joel Allen, secretary of the board of trustees, for the two years ending June 30, 1890, is as follows: Value of the school property, \$6,000; income from county lands, \$161.90; State appropriations, \$5,928. Of this amount there was applied on scholarships \$2,928, and on teachers' salary \$3,000.

The library contains about 400 volumes, mainly books of reference and works of standard authors.

The apparatus for the purpose of illustrating the subjects of astronomy, natural philosophy, and chemistry, though not so complete as could be wished, is now in good condition, and it is expected will be increased the coming year. An excellent cabinet of minerals furnishes means for illustrating the subject of geology.

There is a literary society called the Union Debating Club, which was organized in 1874. Since that time weekly lyceums have been held during the more largely attended terms of school.

THE CASTLETON NORMAL SCHOOL.

This normal school is situated in a beautiful park of several acres in extent in the center of the village, and within convenient reach of the post-office, depot, and churches. The grounds are justly celebrated for their beauty and the buildings are large and conveniently arranged. The normal hall contains a large chapel, recitation rooms, and cabinet. The boarding house is a brick building 3 stories in height, exclusive of the basement, and contains 52 rooms for students. The rooms are large, well-lighted, and in comfortable repair. All things considered, it must be admitted that no normal school in the State has better facilities for a successful work than this. The buildings were formerly the old Castleton Seminary property, left in the hands of a board of trustees in trust for certain defined and specified purposes. Naturally the trustees hesitated to transfer the property held by them to the normal school. Naturally the graduates, scattered the length and breadth of the land, some of them influential and prominent men—all of them clinging lovingly to the old seminary—bemoaned the decline and decadence of their alma mater. This sentiment on the part of the trustees, this feeling of the friends of the seminary, has caused the unusual spectacle to be presented of two distinct schools (from 1867 to 1876) running under one roof and conducted by one head. Necessarily, inevitably, this condition of things has produced confusion, jealousy, and friction. It became at last evident to the trustees that there must be a change—a revolution. It was a question of “the survival of the fittest”—and the seminary is no more. Though this action has

been reluctantly taken; though it may have been a grief to the friends of the seminary at the time, yet now it is evident that the right thing has been done at last, and that never before had the normal school such hopeful prospects.

Mr. Edward Conant, in his *History of Vermont*, page 186, writes:

The Rutland County Grammar School still exists [though now as a normal school], and is the oldest chartered educational institution in the State. At a special meeting of the board of education, held at Castleton, August 22 and 23, 1867, a proposition made by the trustees of the institution to the board to make it a normal school was accepted, and the State normal school at Castleton was established. The whole number of first-course graduates from this school since 1867 is 348.

The standard for admission, conditions of graduation, course of studies, etc., are in this school very similar to those described under the title of Randolph Normal School. The attendance during recent years has been as follows: 1886-87, 213; 1887-88, 185; 1888-89, 223; 1889-90, 230. During the two years last named there were 52 graduates from the first course and 12 from the second. Of the pupils enrolled during 1888-90, 297 represented 53 towns in Vermont, while 18 came from New Hampshire, Massachusetts, New York, Michigan, and Missouri. The present principal of the Castleton Normal School is A. E. Leavenworth, A. M., who has taken a prominent part in the history of Vermont education. He was born at Charlotte, Vt., studied in the district schools, prepared for college at Hinesburg Academy, and graduated from the University of Vermont in August, 1866. Mr. Leavenworth had already had experience as a teacher before he graduated from the university. He had taught several terms of district school; he had acted as principal of the academy at Bolivar, Mo., and also for one year in the academy at Hinesburg, Vt. In 1862 he and one of his students were among the first Vermonters to respond to President Lincoln's call for troops, and he remained in the service until June, 1865. He was acting assistant inspector-general of different troops at various times during the war, and held, at the time of his discharge, June 13, 1865, the position of acting assistant adjutant-general of the Department of the Appomattox. After the war he resumed the principalship of Hinesburg Academy. From 1868 to 1875 he was in charge of the New Haven Academy, then well endowed, and afterwards rechartered under the title of Beeman Academy. From 1874 to 1879 Mr. Leavenworth, as already stated, was principal of the Randolph Normal School, but in July of this year ill health caused him to resign this position. In August, 1881, he entered upon his present office as principal of the Castleton Normal School.

The principals of the Castleton Normal School have been the following in the order of service: Rev. R. G. Williams, Edwin J. Hyde, George A. Barrett, Walter E. Howard, Judah Dana, A. M., and A. E. Leavenworth.

The report of the trustees for the year ending July 31, 1890, reveals the following facts: For nine years the management of the school has remained unchanged; the number of graduates has steadily increased; it was 11 in 1881-82 and 34 in 1889-90, with an enrollment of 230 students. The receipts for 1889-1890 were as follows: State scholarships, \$4,026; private tuition, \$2,899; State appropriation, \$3,000; received through the trustees, \$1,000; total, \$10,925. Expenses: Salaries, board, and instruction, \$8,200; advertising and insurance, \$550; repairs, fuel, and janitor, \$1,220; incidentals, \$662; total, \$10,632.

There is philosophical and chemical apparatus, sufficient for all necessary school purposes, in good condition. The library contains several works of reference, including an entire set of the *New American Encyclopedia*.

The Atwood cabinet contains several hundred geological and zoological specimens contributed by the late Dr. Atwood.

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APPENDIX II.

GEORGE GARY BUSH, PH. D.

IN MEMORIAM.

George Gary Bush, Ph. D., was born in the town of Turin, northern New York, March 19, 1843. As a boy he was noted among his mates for his quiet ways and studious habits. At the age of 16 he commenced preparations for college, and in 1862 entered the Wesleyan University at Middletown, Conn., from which he was graduated in 1866. In the autumn of the same year he was chosen principal of the academy at Attica, N. Y., and two years later he received a call to the Vermont Methodist Seminary and Female College at Montpelier, Vt. Here he filled for six years the professorship of Latin and Greek, and won for himself an enviable reputation as one of the best classical teachers in the State. During this period he was twice offered the presidency of the institution, but declined the honor. Resigning his chair in the summer of 1874, he spent the next four years in Europe—three in Germany in the study of languages, history, and archæology at the universities of Heidelberg, Leipzig, and Tübingen, and one in visiting the famous seats of learning and places of historic interest in the Old World, extending his travels to Egypt, Palestine, the Bosphorus, and Greece. In the latter country, in company with Prof. S. S. Orris, of Princeton College (afterwards a director of the American School of Classical Studies at Athens) Professor Bush made extended foot tours in northern and southern Greece, visiting the ancient battle-fields, the sites of ancient cities, and other historic spots. Italy had for Mr. Bush a special charm, and months were spent in the study of its works of art and antiquities, and in visiting the ruins of the old cities and the localities that have been made famous in history, legend, and song.

The editor of the present series met Professor Bush in his student days at Heidelberg in 1875, and was then deeply impressed with his sterling character and devotion to historical study under circumstances of ill health which would have deterred most men from continued study. Though manifestly suffering, he gave himself to academic work and scholastic duty as though he were a young man in vigorous health, with a long life and an active career still before him. In 1878 Professor Bush received from Syracuse University the degree of Doctor of Philosophy.

After his return to America in 1878 two universities invited Professor Bush to a place in their faculties, but his health had become so seriously impaired that he was obliged to decline. In 1880 he filled for a time a vacancy in the Latin chair at Middlebury College but with this exception he devoted himself largely to authorship and to the preparation of articles for newspapers and magazines. Among his historical writings are: *The First German Universities*; *the First Common Schools of New England*; *Harvard, the First American University*; *the History of Education in Florida*; *History of Higher Education in Massachusetts*; *History of Education in New Hampshire*; and the present monograph, *History of Education in Vermont*.

In 1885 he was elected a member of the American Historical Association. He was much benefited in health by his change of academic climate from America to Germany, and also by his life in Florida in winter time after he returned to America. For many years he made Quincy, Mass., his summer home, and devoted himself earnestly to the study of American educational history, making several valuable contributions to this series. He died October 15, 1898. The Commissioner of Education regards this place as fitting for a brief memorial of Professor Bush's useful and public-spirited life.



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